

# Administrator Checklist for Observing a TPRS Classroom

The teacher checks for comprehension

1. by asking individuals to demonstrate comprehension
2. by carefully observing all students in class
3. by listening for responses from the whole class
4. by asking for translation from individuals or whole class

The teacher offers opportunity for sophisticated language use

1. by embellishing basic statements
2. by asking a variety of questions in a variety of formats
3. by inviting students to create in the language

The teacher raises the level of student attention

1. by involving students in the narration
2. by allowing student input to direct a portion of the lesson
3. by talking to one or two individual students
4. by talking about one or two specific students
5. by referring to places/locations/people of interest to the students

The teacher models pro-active classroom management

1. by remaining calm and in control
2. by showing genuine interest in the students
3. by taking the time to listen to student suggestions
4. by looking at individual students with a calm demeanor
5. by moving close to possible disruptions
6. by offering choices to students who fail to co-operate
7. by using facial expressions that are appropriate to the situation (smiling, not angry, blank expression)

The teacher speaks the target language: (depending on the activities of the day)

50% of the time

75% of the time

90% of the time.

Students are actively engaged in the lesson

1. by acting

# Administrator Checklist for Observing a TPRS Classroom

2. by responding to questions
3. by contributing ideas to the lesson

The students are held accountable for the lesson

1. by speaking the language when asked
2. by helping each other
3. by unannounced quizzes
4. by retelling the story line in own words
5. by translating when asked

The teacher promotes grammatical accuracy

1. by explaining the meaning of unfamiliar or new items
2. by using the unfamiliar or new items multiple times, in different contexts
3. by asking students to predict correct grammatical usage
4. by requiring increased accuracy throughout the year

The teacher demonstrates appropriate correction techniques

1. by modeling accuracy: rewording the student's attempts while confirming the content of the student's statement
2. by demonstrating the value of accuracy: stating the meaning of the inaccurate construction
3. by inviting the student to correct him/herself

The teacher promotes higher-level thinking skills

1. by asking students to synthesize the language in a story retell
2. by asking students to create imaginative situations
3. by asking students to supply motivation for actions in the story

The teacher tailors the tasks to individual student ability

1. by asking many types of questions
2. by expecting multiple levels of answers to questions ( one-word, phrase, sentence)
3. by requiring longer, more detailed, and more accurate narration from the most able students