**Green River Community College ESOL Program Class Observation Form**

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| **Observer’s Name** | **Instructor’s Name** | **Observation Date** | **Course Level** | **Item #** | **Quarter/Year** |
|  |  |  | Int Writ 2/3/4 |  |  |

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| --- | --- | --- | --- |
| **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **Post File** |
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**Part I. Planning (completed before the lesson)**

**Lesson topic/theme:** Introduction to Community Gardens

**How did you arrive at this topic/theme?** Personal involvement, previous student interest

**How is this topic/theme relevant to the students in a real-life application?**

**-**Allows students to use English to build background info in preparation for eventually securing and enjoying a community garden plot

-Immigrant students will interact with other immigrants and native-speaker neighbors/community members, improving confidence and a variety of skills in addition to decreasing isolation from the community at large.

**What do you assume is the students’ prior knowledge of your topic?** It will vary. Some students will have a great deal of knowledge of the topic, others less so. All students will likely have at minimum a basic understanding of gardening/food/community.

**How will you gather evidence of progress (assessment)?** Students will write a paragraph about what they want to grow and why using target vocabulary

**Part II. Please outline your lesson plan in the Standards framework below.**

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| **Standard** | **What the students do (see TLO’s for guidance)** | **What the teacher will do**  **(describe the activity)** |
| --Organize and present information to serve the purpose. (Writing)  -Determine purpose for communicating  (Speaking)  -Organize and present (review) information to serve the purpose, context, and listener. (Speaking) | TLOs currently being developed Speaking/Listening Standard Cadre | -Students do in-class free write about food, farming, and gardening  -Discuss writing with other students. |
| Attend to oral information. (Listening)  -Determine purpose for communicating  (Speaking)  -Organize and present (review) information to serve the purpose, context, and listener. (Speaking) | TLOs currently being developed Speaking/Listening Standard Cadre | -View 2 short videos of local community gardens (~6 minutes total).  -Use videos as springboard into discussion of Community Garden Benefits and Responsibilities. |
| Analyze the information and reflect on its underlying meaning. (Reading)  -Organize and present info to serve the purpose (Writing)  -Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader’s comprehension. (Writing) | -Draw upon prior knowledge to support planning, convey ideas, and produce text  -Write vocabulary/phrases/sentences from personal experience and recent  learning  -Focus on spelling, phrase/sentence structure, words forms, capitalization, and punctuation | -Ss introduced to target vocabulary through prompt sentences and questions.  -Small mixed-level groups make a list of possible benefits and responsibilities of community gardens  -Class comes together to make 1 list, Instructor shares other possible ideas not mentioned by Ss, class makes necessary grammar/spelling/vocab corrections |
| -Determine purpose for communicating (Writing)  -Organize and present info to serve the purpose (Writing)  -Pay attention to conventions of English language usage (Writing)  -Seek feedback and revise to enhance effectiveness  (Writing) | -Draw upon prior knowledge to support planning, convey ideas, and produce text  -Generate, organize and identify ideas  -Write vocabulary/phrases/sentences  -Focus on spelling, phrase/sentence structure, words forms, capitalization, and punctuation | -Small groups write questions they want answered about community gardens.  -Class comes together to look over questions. Each group writes a couple of their questions on the board. Check grammar/spelling as a class. (Alternatively, use doc cams to look over group questions as a class.)  -Teacher hands out an adapted list of FAQs from the city P-Patch program w/answers to most common community gardens questions. Class determines which questions have been answered, and makes a list of questions that still need answering. (These unanswered questions will be answered in a future class.) |

**Please use these standards when completing part II. You can find more information about standards, indicators, and teaching and learning objectives at**

[**http://www.instruction.greenriver.edu/esolfac/resources/sbctc\_resources.shtm**](http://www.instruction.greenriver.edu/esolfac/resources/sbctc_resources.shtm)

**Reading Standard: Read with understanding**

**Determine the reading purpose** (Why am I reading this, and what are the specific things I want to get out of it?)

**Select reading strategies appropriate to the purpose** (How should I read in this situation-skim, take notes, highlight, etc.)

**Monitor comprehension** (Does this make sense? What can I do to understand it better?)

**Analyze the information and reflect on its underlying meaning** (What does it mean? Can I summarize the main ideas?)

**Integrate it with prior knowledge to address reading purpose** (What do I already know about this subject and how does this help me understand what I am reading now?)

**Writing Standard: Convey ideas in Writing**

**Determine the purpose for communicating** (Why am I writing this?)

**Organize and present information to serve the** purpose (Did I put my ideas in order and express myself so they I have said what I want to say and it makes sense to someone who is reading?)

**Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader’s comprehension** (Have I used correct English? Can the reader understand what I have written?)

**Seek feedback and revise to enhance the effectiveness of the** communication (Have I asked anyone else to read it? Have I considered their suggestions? Have I worked on it more to try and improve it?)

**Speaking Standard: Speak so others can understand**

**Determine the purpose for communicating**

**Organize and relay information to effectively serve the purpose, context, and listener**

**Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener’s comprehension**

**Use multiple strategies to monitor the effectiveness of the communication**

**Listening Standard: Listen Actively**

**Attend to oral information**

**Clarify purpose for listening and use listening strategies appropriate to that purpose**

**Monitor comprehension, adjusting strategies to overcome barriers to comprehension**

**Integrate information from listening with prior knowledge to address the listening purpose**