### **1. Formal Observation**

* **Purpose**: Evaluation of teacher performance for appraisal, professional development, or accountability.
* **Characteristics**:
	+ Pre-planned and scheduled.
	+ Conducted by administrators, mentors, or external evaluators.
	+ Includes structured criteria or checklists for assessment.
	+ Followed by formal feedback and documentation.

### **2. Informal Observation**

* **Purpose**: To provide quick, formative feedback without formal evaluation.
* **Characteristics**:
	+ Typically unannounced or casual.
	+ Shorter duration (e.g., 5-15 minutes).
	+ May focus on specific aspects, like classroom management or student engagement.
	+ Feedback is often verbal and less formal.

### **3. Peer Observation**

* **Purpose**: Collaborative professional development and sharing best practices.
* **Characteristics**:
	+ Teachers observe each other’s lessons.
	+ Focus on learning from colleagues’ strategies or techniques.
	+ Non-evaluative and feedback-oriented.
	+ Encourages reflection and discussion.

### **4. Developmental Observation**

* **Purpose**: To help teachers improve their practice through coaching and mentoring.
* **Characteristics**:
	+ Conducted by mentors, instructional coaches, or senior teachers.
	+ Focuses on specific skills or techniques the teacher is developing.
	+ Ongoing and part of a professional growth plan.

### **5. Diagnostic Observation**

* **Purpose**: Identify strengths, weaknesses, or areas for improvement in teaching or learning.
* **Characteristics**:
	+ Can be initiated by the teacher seeking help.
	+ Focus on identifying solutions to challenges (e.g., student behavior, low engagement).
	+ Collaborative problem-solving approach.

### **6. Drop-In Observation (Walkthroughs)**

* **Purpose**: Gain an overview of classroom practices and culture across the school.
* **Characteristics**:
	+ Brief visits (5-10 minutes).
	+ Conducted by administrators or department heads.
	+ Focus on general patterns, such as instructional strategies or classroom environment.
	+ Feedback is often aggregated to inform broader policies.

### **7. Self-Observation**

* **Purpose**: Enable teachers to reflect on their own practice.
* **Characteristics**:
	+ Teachers record or analyze their own lessons (e.g., via video recording).
	+ Encourages self-assessment and reflective practice.
	+ Focus on personal growth.

### **8. Collaborative Observation**

* **Purpose**: Facilitate teamwork and shared learning among educators.
* **Characteristics**:
	+ Group of teachers observes a lesson together.
	+ Discussions focus on shared objectives or instructional strategies.
	+ Often used in professional learning communities (PLCs).

### **9. Thematic Observation**

* **Purpose**: Focus on specific themes or aspects of teaching.
* **Characteristics**:
	+ Can focus on differentiated instruction, technology use, questioning techniques, or student collaboration.
	+ Observers look for evidence of specific practices or outcomes.

### **10. Student-Focused Observation**

* **Purpose**: Examine the impact of teaching on student behavior, engagement, and learning.
* **Characteristics**:
	+ Observation centers on how students interact, participate, and respond.
	+ Used to assess teaching effectiveness indirectly through student outcomes.

[**Посилання на відео**](https://drive.google.com/file/d/14hcQ-grqysuelK2rYGcFX-Jbpnqvv3ZM/view)

**1. Guess the aims**

As you observe, write down the stages of the lesson, along with what happens at each stage. After the lesson, write down what you think the aim of each activity was. Compare this with the teacher’s lesson plan.

**2. Instructions**

Write examples of instructions that the teacher says (word for word). Were they clear? Did learners know what to do in each case?

**3. Who’s talking?**

At each stage of the lesson, write down the amount of time the teachers spend talking, and the amount of time the learners spend talking (in English or their home language(s)). What conclusions can you draw?

**4. Checking understanding**

Note down techniques the teacher uses to check understanding. How did the learners respond? Did they understand? How do you know?

