

WLC Classroom Visitation Report of Teaching Assistants of Record in Spanish

Please complete this form at least 48 hours before your scheduled observation, and email back to your observer.

Instructor (First and Last Name)

Observer (First and Last Name)

Class Number and Title

- SPN 101, Introductory to Spanish I
- SPN 102, Introductory to Spanish II
- SPN 120, Fundamentals of Spanish
- SPN 201, Intermediate Spanish I
- SPN 202, Intermediate Spanish II

Please type in your section number. [Click here to enter text.](#)

Date of Observation: [Click here to enter a date.](#)

Time: [Click here to enter text.](#)

Location of Observation: [Click here to enter text.](#)

Please briefly list the topic(s), goals and format of the class to be observed:

TO BE COMPLETED BY OBSERVER:

Planning and Resources	Observed and exceeded expectations	Observed and satisfactory	Needs improvement	Not observed
Development of instructional plans for class, groups or individuals (e.g. PowerPoint, role-play cards, games, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logical sequence of instruction (e.g. warm-up, progression from easy to more difficult, transitions, closure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities chosen reflect SLOs and the learning objectives for the day's lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variety of instructional methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials organized before lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials at the appropriate level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High-quality images, props and/or other materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials do not include typos, spelling errors, missing accent marks, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connection to real-life, relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporation of culture (C or c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contextualized with the thematic unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of technology in the classroom (videos, PowerPoint, Internet resources, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECOND LANGUAGE ACQUISITION METHODOLOGIES	Observed and exceeded expectations	Observed and satisfactory	Needs improvement	Not observed
Small group work (in pairs, groups of 3-4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students engage with varied partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicative activities (interviews, role-play, signature finds, surveys, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of questioning and discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities promote conversation and creativity (i.e. open-ended)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student output is greater than instructor input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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DELIVERY	Observed and exceeded expectations	Observed and satisfactory	Needs improvement	Not observed
Positive, engaging classroom presence (e.g. eye-contact, knowing students' names, enthusiasm, good use of classroom space, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear and projected voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concise, coherent presentation of content; appropriate to level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear instructions with models and demonstrations (i.e. Students do not seem "lost.")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90% and above use of target language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of visual aids, pantomiming and other techniques to make target language comprehensible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logical distribution and efficient use of time; time limits set for activities; adapts when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INSTRUCTOR'S INTERACTION WITH STUDENTS	Observed and exceeded expectations	Observed and satisfactory	Needs improvement	Not observed
Establishment of climate and culture for learning (i.e. learners are engaged, actively involved and feel at ease)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides learning guidance and assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforcement of corrective feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gentle error correction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rapport with individual learners based on mutual respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishment of classroom rules and routines (e.g. calls roll, reminds students to stay in the target language, no cell phones, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suitable responses to appropriate and inappropriate behavior (e.g. Buen trabajo, muy bien, silencio, en español, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVIDENCE OF LEARNING IN THE CLASSROOM	Observed and exceeded expectations	Observed and satisfactory	Needs improvement	Not observed
Students use formulaic expressions consistently (e.g. aquí/presente, ¿Cómo se dice?, no sé, repita por favor, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students attempt to ask and answer questions in the target language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mostly correct answers to comprehension checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstration of recycled prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students follow instructions in target language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ample student language production (i.e. avoiding too many choral responses or one word answers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for each student to speak in the target language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability for all knowing the material and/or creating with the target language (e.g. follow-up questions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear application of newly learned material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Were there any limitations to the physical environment?

Yes No

Additional Feedback:

[Click here to enter text.](#)

Signature of observer: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)