

**Tool No. 2, part 1: Monitoring form for lessons**

Time Work phase	Teacher behaviour	Student behaviour	Social-/ Workform	Media/ Materials	(Intended) Learning goals	Comment

## Tool No. 2, part 2: Form for analysis of lessons

date:	country/ town:	school (name and type):	grade/ course/ ability level:	nr of students/ nr of teachers/ nr of observers	subject/ topic:
<b>observation categories</b>  <b>classroom setting</b> reading environment* <ul style="list-style-type: none"> <li>- seating arrangements</li> <li>- equipment*</li> <li>- reference books*</li> <li>- strategies in poster format*</li> <li>- ...</li> </ul>		<b>evidence</b> „I saw/ heard/ noticed in the classroom“		<b>interpretation</b> “I thought, I wondered, I made a connection“	
<b>personal dimension</b> differentiation/ assessment <ul style="list-style-type: none"> <li>- individualised learning*</li> <li>- formative assessment as a support for learning*</li> <li>- body language *</li> <li>...</li> </ul>					

<b>observation categories</b>	<b>evidence</b> „I saw/ heard/ noticed in the classroom“	<b>interpretation</b> “I thought, I wondered, I made a connection“
<p><b>social dimension</b> <b>classroom activities</b></p> <ul style="list-style-type: none"> <li>- mutual appreciation*</li> <li>- Qualitative social interaction teacher/ student resp. interaction student/ student</li> <li>- different types of teaching and learning (ex cathedra teaching, partner-, group, individual work, ...)</li> <li>- movement of teachers and learners*</li> </ul>		
<p><b>cognitive dimension</b> <b>classroom management</b></p> <p>flexible instructional activities:</p> <ul style="list-style-type: none"> <li>- teacher-directed reading</li> <li>- scaffolded reading*</li> <li>- self-directed reading</li> </ul>		

<b>observation categories</b>	<b>evidence</b> „I saw/ heard/ noticed in the classroom“	<b>interpretation</b> “I thought, I wondered, I made a connection“
<p><b>knowledge-building dimension mobilizing and building knowledge</b></p> <ul style="list-style-type: none"> <li>- material and books for subject area reading*</li> <li>- whole class reading material</li> <li>- individual reading material*</li> <li>- ...</li> </ul>		
<p><b>metacognitive discourse awareness and articulation of thinking processes</b></p> <ul style="list-style-type: none"> <li>- informed strategy use*</li> <li>- consciousness of comprehension problems</li> <li>- reflective speaking and writing*</li> </ul>		

<p><b>Selectivity of the classroom</b></p> <ul style="list-style-type: none"><li>- assessment procedures aiming at selection and/or allocation of learners*</li><li>- pressure to perform well in exams</li><li>- teaching to the test*</li></ul>		
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## **ADORE Research Tools No. 2, part 2: Glossary for form for analysis of lessons**

### **Classroom setting**

*Equipment:* board, whiteboard, flipchart, OHP, classroom library, computer, internet access

*Reference books:* encyclopaedia, dictionary, atlas etc.

*Strategies in poster format:* list of reading strategies to be used as reference during classroom practice

### **Personal dimension**

*Individualised support for learning:* support meeting on demands of gender, cultural background, competence level etc.

*Instruments for ongoing formative assessment:* during the learning process, e.g. metacognitive learning logs, reading journals

*Body language:* facial expression, gesture

### **Social dimension**

*Appreciation:* atmosphere of mutual trust and positive feedback between learners / between teachers and learners

*Scaffold reading:* reading and comprehending with the help of structured impulses such as beginning of sentences for entries in reading journals

*Movements of teachers and learners:* actual physical movement of teachers towards learners, of learners in the classroom

### **Knowledge building dimension**

*Subject area reading:* reading across the curriculum, not only in language and literature classes

*Individual reading material:* Levelled reading material: texts varying in level of demand for the needs of heterogeneous learners

Learners choose from horizontal and vertical sets of reading material: horizontal set on same level of difficulty, vertical set progressing from easy to sophisticated texts

### **Metacognitive dimension:**

*Informed strategy use:* students do not only know how to use strategies but also why and when to use specific strategies. Such informed and adaptive strategy use by learners has to be initialized through direct teacher instruction.

*Reflective speaking and writing:* becoming aware of and commenting upon one's own and others' reading processes, co-constructing meaning – both in discussion with others and in individual learning logs

### **Selectivity of the classroom**

*Assessment procedures aiming at selection and/or allocation of learners:* aiming directly or indirectly at sorting out weak readers e.g. to allocate them to a different type of school (e.g. from German Gymnasium to German Realschule)

*Teaching to the test:* narrowing the curriculum to items that can be incorporated in tests, and neglecting other dimensions of reading such as aesthetic values and development of intercultural competence