

APPENDIX - D

OBSERVATION SCHEDULES ON FIVE TEACHING SKILLS.

OBSERVATION SCHEDULE FOR THE SKILL OF PROBING QUESTIONING

Name of the teacher _____

Topic _____ Class _____

Name of the Supervisor _____

Date _____. Time Duration _____ Teach/Reteach.

The glossary for each type of probing questions is given below.

Prompting Questions : Questions where there is a hint for the pupil/s in which helps in reaching expected response.

Seeking Further Information Questions : Questions where more information is sought, asking 'how' and 'why' of correct or wrong part of the partially correct answer.

Refocusing Questions : Questions which seek the pupil to compare the phenomenon in his response with other phenomena either for similarity or contrast or for any other relationship.

Redirected Questions : Questions which are directed to more than one pupil for response.

Increasing Critical Awareness Questions : Questions which seek 'how' and 'why' of a completely correct or expected response.

Instructions : Mark tallies for each of the probing questions in appropriate cells as they occur during the lesson.

Components

Tallies

Prompting

Seeking Further Information

Refocusing

Redirection

Increasing Critical Awareness

Comments (if any):

OBSERVATION SCHEDULE FOR THE SKILL OF PROBING QUESTIONING

Name of the teacher _____

Topic _____ Class _____

Name of the Supervisor _____

Date _____ Time Duration _____ Teach/Reteach.

Instructions : This proforma is meant to ascertain the extent to which the teacher exhibits or uses the skill, of probing questioning, Judgements have to be given on a seven-point scale for various aspects of the skill. Indicate the extent of acquisition of the various aspects of the skill by crossing (X) the appropriate number you deem fit. The scale value '0' indicates that teacher did not use the concerned aspect(s) of the skill at all, whereas the scale value '6' means that the teacher used/practised the skill aspect (s) very much. Keeping these two extremes in view, examine carefully the teacher behaviour related to the various given aspects of the skill and cross (X) the appropriate scale value ranging from zero to six

Components.	Not at all							Very much
The teacher used prompting questions to lead the pupils to the expected response.	0	1	2	3	4	5	6	
The teacher used questions for seeking further information of the pupil responses.	0	1	2	3	4	5	6	
The teacher used questions to refocus the pupil responses.	0	1	2	3	4	5	6	
The teacher redirected questions to the pupils.	0	1	2	3	4	5	6	
The teacher used questions to increase critical awareness of the pupils about their responses.	0	1	2	3	4	5	6	

Comments (if any) :

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLAINING

Name of the Teacher_____

Topic_____. Class_____

Name of the Supervisor_____

Date_____. Time Duration_____ Teach/Reteach.

A glossary of the key terms used in the schedule is given below.

Explaining links : Words and phrases (mostly conjunctions and prepositions) indicating that teacher is explaining. They include the following words and phrases :

the result of	in order to	the function of
therefore	in order that	the purpose of
hence	since	the implication of
as a result	because	next
as a result of	the because of	after
consequently	so that	before
that's why	what. . . if	through
the consequence of	why	thus
due to	by	
this is how	but	

Beginning Statement (s) : Introductory statements made upto the point where explanation begins.

Concluding Statement(s) : Summary statements covering the main points in the explanation which are stated after the explanation ends.

Irrelevant statement(s) : Statements not related to what is being explained and does not contribute to its understanding.

Lacking in continuity : Refers to break in the ideas or information being presented during explaining. The following are such situations :

- (i) when a statement is not logically related to the previous statement;
- (ii) when a topic already taught is referred to without showing any relationship to what is being explained;
- (iii) when there is no sequence of space or place;
- (iv) when there is no sequence of time; and
- (v) when the statements are irrelevant.

Inappropriate vocabulary : All the technical terms used inappropriate to the particular class or age group and unknown to the most of the pupils (unless teacher stops and explains).

Lacking in fluency : All half sentences and sentences reformulated in the middle.

Vague Words and Phrases : Words and phrases which indicate that teacher is failing to make something explicit. (Some of them are given below.)

some	much	seems
many	something	somewhat
things	probably	the rest
a little	perhaps	almost
might	may	type of
few	in fact	actually

Includes words and phrases such as 'you see', 'okay', 'correct', etc., which form a part of teacher mannerisms.

Instructions : Mark the tallies for the occurrence of instances for each of the desirable and undesirable teacher behaviours. Under each of the questions to test pupils' understanding put a tick mark (✓) if followed by correct responses.

Desirable behaviours.

Tallies.

Explaining links

Beginning statements

~~Beginning statements~~
Concluding statements

Questions to test pupils' understanding

Questions followed by correct pupil responses

Undesirable behaviours

Tallies

Irrelevant statements

Lacking in continuity

Inappropriate vocabulary

Lacking in fluency

Vague words and phrases

Comments (if any) :

OBSERVATION SCHEDULE FOR THE SKILL OF EXPLAINING

Name of the Teacher_____

Topic_____ Class_____

Name of the Supervisor_____

Date_____. Time Duration_____ Teach/Reteach.

Instructions : This proforma is meant to ascertain the extent to which the teacher exhibits or uses the skill, namely, skill of explaining. Judgements have to be given on a seven-point scale for various aspects of the skill. Indicate the extent of acquisition of the various aspects of the skill by crossing (X) the appropriate number you deem fit. The scale value '0' indicates that the teacher did not use the concerned aspect(s) of the skill at all, whereas the scale '6' means that the teacher used/practised the skill aspect(s) very much. Keeping these two extremes in view, examine carefully the teacher behaviour related to the various given aspects of the skill and cross (X) the appropriate scale value ranging from zero to six.

Components	Not at all							Very much
Used many explaining links.	0	1	2	3	4	5	6	
Used beginning statements	0	1	2	3	4	5	6	
Used concluding statements	0	1	2	3	4	5	6	
Put a large number of questions to test pupils' understanding	0	1	2	3	4	5	6	
Many questions put to test pupils' understanding were followed by correct responses.	0	1	2	3	4	5	6	
Used irrelevant statements	0	1	2	3	4	5	6	
Lacked continuity in explaining	0	1	2	3	4	5	6	
Used inappropriate vocabulary.	0	1	2	3	4	5	6	
Lacked fluency in explaining	0	1	2	3	4	5	6	
Used vague words and phrases	0	1	2	3	4	5	6	

Comments (if any) :

OBSERVATION SCHEDULE FOR THE SKILL OF ILLUSTRATING WITH EXAMPLES

Name of the Teacher_____

Topic_____Class_____

Name of the Supervisor_____

Date_____. Time Duration_____Teach/Reteach

A glossary of the terms used in this observation schedule is given below.

Formulating simple examples : Simple examples is one that is related to the previous knowledge of pupils which can be judged from their participation.

Formulating examples relevant to the rule or concept : An example is said to be relevant to a concept or rule when the concept or rule can be applied to it.

Formulating interesting examples : An example is said to be interesting if it can arouse curiosity and interest in pupils and this can be judged by observing attending behaviour of pupils.

Using appropriate media for examples : Appropriateness of media refers to its suitability to age level, grade level, maturity level and to the unit taught. It can be (a) verbal or (b) nonverbal.

Using examples by inducto-deductive approach : This involves teacher eliciting examples related to the concept or rule to clarify it, pupils' stating concept or rule and teacher seeking examples from pupils for verifying their understanding.

Instructions : Below are given columns related to the various components of the skill of illustrating with examples. Tick() against each example whether it is simple, relevant, interesting, presented through appropriate media, and whether it involves any pupil participation. In the column 'Approach', write 'I' if the example was used for arriving at a concept or rule (inductive) and 'D' if the example was for verifying pupils' understanding deductive. Indicate the place where the concept or rule is arrived at ~~the~~ by writing 'R' in the same column.

OBSERVATION SCHEDULE FOR THE SKILL OF ILLUSTRATING WITH EXAMPLES

Name of the Teacher _____
 Topic _____ Class _____
 Name of the Supervisor _____
 Date _____. Time Duration _____ Teach/Reteach _____

Instructions : This proforma is meant to ascertain the extent to which the teacher exhibits or uses the skill, namely, illustrating with examples. Judgments have to be given on a seven-point scale for various aspects of the skill. Indicate the extent of acquisition of the various aspects of the skill by crossing (X) the appropriate number you deem fit. The scale value '0' indicates that the teacher did not use the concerned aspect(s) of the skill at all, whereas the scale value '6' means that the teacher used/practised the skill aspect(s) very much. Keeping these two extremes in view, examine carefully the teacher behaviour related to the given aspects of the skill and cross (X) the appropriate scale value ranging from zero to six.

Components.	Not at all			Very much		
Examples used were simple	0	1	2	3	4	5 6
Examples were relevant to the concept or rule which was being illustrated.	0	1	2	3	4	5 6
Examples used were interesting.	0	1	2	3	4	5 6
The media used for examples were appropriate	0	1	2	3	4	5 6
Pupils gave their own examples to show their understanding about the concept illustrated	0	1	2	3	4	5 6
Inducto-deductive approach was followed in using examples	0	1	2	3	4	5 6
The number of examples before arriving at the concept or rule was sufficient	0	1	2	3	4	5 6
The number of examples being elicited from pupils after the statement of the concept or rule was sufficient to check pupils' understanding.	0	1	2	3	4	5 6
Pupils have clearly understood the concept of rule	0	1	2	3	4	5 6

Comments (if any) :

OBSERVATION SCHEDULE FOR THE SKILL OF STIMULUS VARIATION

Name of the Teacher _____
 Topic _____ Class _____
 Name of the Supervisor _____
 Date _____ Time Duration _____ Teach/Reteach _____

The glossary of the key terms is given below.

Movements : Movements from one place to another which seem to encourage useful shifts for attention (e.g. movement towards blackboard to discuss the diagram drawn on it).

Gestures : Movements of head, hands and body to direct attention, to emphasise importance, to express emotion, or to indicate shapes, sizes, movements, etc.

Change in speech pattern : Sudden or radical changes in tone, volume, or speed of the teacher's speech.

Focusing : Verbal, gestural, or verbal-gestural focusing.

Change in interaction styles : Change in interaction styles, from one to the other (i) teacher-group, (ii) teacher-pupil, and (iii) pupil-pupil.

Pausing : Short deliberate intervals of silence used while conveying information, lecturing, explaining, etc.

Oral-visual switching : Change in the medium--oral, visual or oral-visual through which information is conveyed to pupils. Indicate a change if there is any of the following changes in the media :

- (i) Oral Visual
- (ii) Oral Oral-visual.
- (iii) Visual Oral-visual.

Instructions : Marks the tallies in the appropriate cells as they occur during the lesson.

<u>Components.</u>	<u>Tallies.</u>
Movements	
Gestures	
Change in speech pattern	
Focusing	
Change in interaction styles.	
Pausing	
Oral-visual switching	
Comments (if any) :	

OBSERVATION SCHEDULE FOR THE SKILL OF STIMULUS VARIATION

Name of the Teacher _____
 Topic _____ Class _____
 Name of the Supervisor _____
 Date _____ Time Duration _____ Teach/Ret each _____

Instructions : This proforma is meant to ascertain the extent to which the teacher exhibits or uses the skill, namely, stimulus variation. Judgments have to be given on a seven-point scale for various aspects of the skill. Indicate the extent of acquisition of the various aspects of the skill by crossing (X) the appropriate number you deem fit. The scale value '0' indicates that the teacher did not use the concerned aspect(s) of the skill at all, whereas the scale value '6' means that the teacher used practised the skill aspect(s) very much. Keeping these two extremes in view, examine carefully the teacher behaviour related to the various given aspects of the skill and cross (X) the appropriate scale value ranging from zero to six.

Components.	Not at all	Very much
At several times teacher made movements from one place to another which seemed likely to encourage useful shifts of attention.	0 1 2 3 4 5 6	
Teacher used gestures to emphasize importance, to express emotions, to indicate shapes, sizes, movements, etc.	0 1 2 3 4 5 6	
Teacher modulated the voice to draw attention.	0 1 2 3 4 5 6	
Teacher focused pupils' attention on particular aspects in the lesson by verbal statements with or without specific gestural behaviours close up.	0 1 2 3 4 5 6	
Teacher changed interaction styles during the lesson to secure and sustain attention.	0 1 2 3 4 5 6	
Teacher used pausing during the lesson to draw attention or to stimulate pupils' thinking.	0 1 2 3 4 5 6	
Teacher made oral-visual switching.	0 1 2 3 4 5 6	
Comments (if any) :		

OBSERVATION SCHEDULE FOR THE SKILL OF REINFORCEMENT

Name of the Teacher _____
 Topic _____ Class _____
 Name of the Supervisor _____
 Date _____ Time Duration _____ Teach/Reteach. _____

A glossary of the key terms is given below.

Positive Verbal Reinforcement : Includes positive verbal reinforcers like 'yes', 'excellent', 'splendid', etc., repeating, rephrasing the pupil responses and using the ideas for further development of the lesson; extra-verbal cues like 'um um', 'aha' to encourage, and prompts like 'carry on', 'think again', etc. to help the pupils to arrive at appropriate answers.

Positive Nonverbal Reinforcement : Includes nonverbal cues like nodding, smiling, looking attentively at responding pupil, patting, etc. writing the pupil's answers on the blackboard.

Negative Verbal Reinforcement : Includes telling the pupil directly that his answer is wrong, and sarcastic remarks.

Negative Nonverbal Reinforcement : Includes ~~instances~~ nonverbal cues like frowning, staring, looking angrily at the responding pupil.

Wrong use of Reinforcement : Includes instances where no reinforcement was given, but could have been given.

Inappropriate Use of Reinforcers : Includes encouraging remarks made not according to the quality of the response; using same type of reinforcer for every response.

Instructions : Mark tallies in the appropriate cells for the occurrence of different components of the skill of reinforcement during the lesson.

<u>Components.</u>	<u>Tallies.</u>
Positive verbal reinforcers.	
Repeating and rephrasing.	
Extra-verbal cues.	
Positive nonverbal cues.	
Writing pupil answers on blackboard.	
Negative verbal reinforcement.	
Negative nonverbal reinforcement.	
Wrong use of reinforcement	
Inappropriate use of reinforcement	
<u>Comments (if any) :</u>	

OBSERVATION SCHEDULE FOR THE SKILL OF REINFORCEMENT

Name of the Teacher _____

Class _____ Topic _____

Name of the Supervisor _____

Date _____ Time duration _____ Teach/Reteach.

Instructions : This proforma is meant to ascertain the extent to which the teacher exhibits or uses the skill, namely, reinforcement. Judgments have to be given on a seven-point scale for various aspects of the skill. Indicate the extent of acquisition of the various aspects of the skill by crossing (X) the appropriate number you deem fit. The scale value '0' indicates that the teacher did not use the concerned aspect(s) of the skill at all, whereas the scale value '6' means that the teacher used/practised the skill aspect(s) very much. Keeping these two extremes in view, examine carefully the teacher behaviour related to the various given aspects of the skill and cross (X) the appropriate scale value ranging from zero to six.

Components.	Not at all.	Very much.
Teacher used positive verbal reinforcers like 'yes', 'excellent', 'splendid', etc.	0 1 2 3 4 5 6	
Teacher repeated, rephrased the pupil responses, and used the pupil ideas for further development of the lesson.	0 1 2 3 4 5 6	
Teacher used extra-verbal cues like 'um um', 'aha' to encourage, and prompts like 'carry on', 'think again', etc., to help the pupils to arrive at the appropriate answers.	0 1 2 3 4 5 6	

Components.	Not at all.						Very much.
Teacher used nonverbal cues like nodding, smiling, looking attentively at the responding pupil, patting, etc.	0	1	2	3	4	5	6
Teacher wrote the pupil's answers on the blackboard.	0	1	2	3	4	5	6
Teacher told the pupil directly that his answer is wrong and used sarcastic remarks.	0	1	2	3	4	5	6
Teacher used nonverbal cues like frowning, staring, looking angrily, etc.	0	1	2	3	4	5	6
There were instances where no reinforcement was given, but could have been given.	0	1	2	3	4	5	6
There were instances of inappropriate use of enforcers.	0	1	2	3	4	5	6

Comments (if any) :