

OBSERVATION REPORT

Submitted in partial fulfillment of the requirements for the completion of
Program Praktek Pengalaman Lapangan I



submitted by:
Your Full Name

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
2020

A. Context

Description of the school condition (characteristics of the school according to its location, ranking, values and norms, etc.), the observed teacher's background (qualification, length of work experience in that school, teaching philosophy, etc.), and the observed students' background (socio-cultural background, English proficiency, characteristics in terms of behavior and attitude, etc.)

Write this section in at least 150 words

B. Classroom Observation Experience

Sections 1-4 refer to Smyth (1989). This information serves as an example of the use of in-text citation in the report.

1. Description of the Teacher's Practice (Describing)

Description of how the teacher taught from the beginning to the end and how the students participated in classroom activities and responded to the teacher. This section includes, but not limited to, classroom management, learning environment, teaching method/strategies, technology use, etc.

Write this section in at least 250 words

2. Principles Underlying the Teacher's Practice (Informing)

Explanation theorizing principles, assumptions, and values upheld by the teacher regarding classroom activities, students, and learning goals. The explanation must refer to the result of the post-observation conference with the observed teacher.

Write this section in at least 250 words

3. Reviewing the Teacher's Practice (Confronting)

Explanation of the result of post-observation conference to question, confirm, and deepen the understanding on the observed teacher's way of teaching. This section may be written by referring to the following questions.

- What do the teacher's practices say about his/her assumptions, values, and beliefs about teaching?
- Where did these ideas come from?
- What social practices are expressed in these ideas?
- What is it that causes the teacher to maintain his/her theories?
- What views of power do they embody?
- Whose interests seem to be served by his/her practices?
- What is it that acts to constrain his/her views of what is possible in teaching? (Smyth, 1987)

Write this section in at least 250 words

4. Lesson Learned (Reconstructing)

Highlight of the ideas resulting from your reflection on the observation experience that you believe would be useful for your next teaching

Write this section in at least 250 words

C. Revisiting My Teaching Philosophy

This section must be written by referring to the following questions.

- LEARN: What motivates you to learn about this subject (English)? Would you motivate your students similarly?

- ACT: Why do you value certain characteristics in the observed teacher and then adopt those in your own teaching?
- DIFFERENCE: Why does what you do in your teaching make a difference in the lives of others? Why is it relevant?
- VALUES: What values do you communicate to your students and why?
- SETTING: Why do you develop the learning environment(s) and the relationship with students that you do?
- ENJOY: What is/are your favorite statement(s)/quote(s) to make about teaching? Why is/are they favorite(s)? (Goodyear & Allchin, 1998)

Write this section in at least 350 words

D. References

- Goodyear, G.E. & Allchin, D. (1998). Statements of teaching philosophy. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy: Vol. 17. Resources for faculty, instructional, and organizational development* (pp.103-121). Stillwater, OK: New Forums Press.
- Smyth, J. (1987). *Rationale for teachers' critical pedagogy: A handbook*. Geelong, Australia: Deakin University Press.
- Smyth, J. (1989). Developing and sustaining critical reflection in teacher education. *Journal of Teacher Education*, 40, 2-9.