



GIFT

Growing Innovation For Teaching

Enhancing action competences for the professional development of teachers' trainers

GIFT is a LLP Leonardo - VETPRO Project

OBSERVATION GRID

This observation grid has been agreed upon by the group members mentioned below.			
0. Group Members	De Pietri -> Maths Marsili -> Maths Paggiaro -> Music Pinto -> Maths + Techno Riccardi -> Music + Maths Richieri -> Physics Satta -> Techno		
1-Type of School	Students	<ul style="list-style-type: none"> Teens (between 11-14) 	
	Premises	<ul style="list-style-type: none"> Modern Standard Fairly well equipped. 	
	CLIL Teachers	Spain	Italy
	School staff <ul style="list-style-type: none"> cooperative indifferent 		
	Contacts <ul style="list-style-type: none"> Headmaster Referees Project referees Class referee 	Meeting with the Headmaster ("Directora") and the Secretary, both cooperative and willing to answer our questions. Each of us has interacted with some students of the CLIL class.	
	Projects <ul style="list-style-type: none"> Yes no 		
2. CLIL Referee	<ul style="list-style-type: none"> School 	L2 teachers	Subject teachers
	<ul style="list-style-type: none"> Class 	L2 teachers	Subject teachers
3. National Laws and Regulations	<ul style="list-style-type: none"> National laws Regional laws Single school administration 		
4. Teachers	<ul style="list-style-type: none"> Objectives 		
	<ul style="list-style-type: none"> Strategies 		
	<ul style="list-style-type: none"> Supports 	IWB used only during the Techno lesson. The equipment in the Music lesson was	

		appropriate.
	<ul style="list-style-type: none"> • Assessment 	
5. Class organization	<ul style="list-style-type: none"> • Protocol presentation 	<p>The scheme of the music lesson has been always the same:</p> <ul style="list-style-type: none"> • Reading the theoretical part (from the CLIL book) • Translating into Spanish • Understanding the concept <p>After that there is the listening of the musical piece, and a practical activity taken from the workbook.</p> <p>The last ten minutes of the lesson have been dedicated to playing the flute.</p> <p>The scheme of the Maths lesson has included 2 phases: revising and explaining.</p> <p>The scheme of the Techno lesson has included 2 phases: PTT Presentation by the students and reading the theoretical part by teacher (frontal lesson).</p>
	<ul style="list-style-type: none"> • Students' behaviour 	<p>Generally quite good, but the teacher mainly involved the students sitting in the front or second row in the centre.</p> <p>However, during the Maths lesson there were some difficulties as concerns students' involvement.</p> <p>A few students have not taken part in the lesson or have used Spanish to answer questions.</p>
6. Observing the class	<ul style="list-style-type: none"> • L2% used • Task comprehension • Autonomous working capacity • Selfcontrol 	<p>The use of L2 in the observed classes varies from 30 to 80%.</p> <p>The students know what they have to do because the pattern of the lesson is the same.</p> <p>Only during the Techno lesson students were autonomous.</p>
7. Observing the teachers	<ul style="list-style-type: none"> • L2 intervention % • Subject teacher intervention % • Motivating capacity • Timing 	<p>Also the teacher uses L2 with different percentages (see class).</p> <p>The teacher in all classes is active in trying to involve the students in a lesson which is mainly managed frontally.</p> <p>Only during the music lesson timing well structured (listening- reading- playing the instrument).</p>