APPENDIX-12

TEACHING ANALYSIS GUIDE (T.A.G.)

(Advance Organizer Model)

This Guide is designed to help you to analyze the process of teaching as you practice on Advance Organizer Model. The analysis focuses on aspects of teaching that are important to the syntax of the model, the student-teacher's role, and specific teaching skills.

The Guide consists of a series of questions and phrases. As you observe a practice session (whether peer-teaching or micro-teaching) analyse the teaching using the rating scale that appears opposite to each question and statement. This scale uses the following items:

**Thoroughly (T):** This item signifies that the teacher engaged in the behaviour to the point where students were responding comfortably and fluently. Appropriateness varies from situation to situation.

**Partially (P):** This item signifies that the teacher engaged in appropriate behaviour, but not as thoroughly as possible. There is some doubt about whether the students are responding fully.

**Missing (M):** The teacher did not engage in the behaviour; there appears to be a lack of student's response.

**Not Needed (NN):** The teacher did not explicitly manifest the behaviour, but there is no loss. Whether the behaviour was
included in others or the students began to respond appropriately without being led to.

For each question or statement in the guide, encircle the term that best describes the teacher's behaviour.

1. Did the teacher clarify the aims of the lesson?
2. Did the teacher present organizer clearly?
3. Did the teacher identify defining attributes?
4. Did the teacher define the concept or topic with the help of attributes?
5. Did the teacher present examples of concept in different situation?
6. Did the teacher ask the students to generate examples of the concept?
7. Did the teacher prompt awareness of learner's relevant knowledge and experience?
8. Did the teacher make logical order of attributes of learning material?
9. Did the teacher discuss to present organizer?
10. Did the teacher practices on the use of organizer?
11. Did the teacher ask the students to differentiate new knowledge with previous knowledge, for strengthening the knowledge?