

DAILY CLASS LOG FOR LETC VOLUNTEERS

After each class, one of the team teachers must *quickly* email a description of the class to all the other team members. For PM teachers, this means by noon of the next day. For Weekend teachers, this means by 10 pm of that day. For AM teachers, this means by 5 pm of the day after you teach for Tuesday teachers and by the following weekend if you are a Thursday teacher.* This task can be rotated on a weekly basis or one team teacher can assume responsibility for doing this for the entire term. The Volunteer Coordinator will give you a list of email addresses for your team.

The description must also be sent to the Program Director Emily Naber (enaber@languageetc.org) and the appropriate Volunteer Coordinator (Alyssa Jacobsen for weekday AM and PM teachers ajcobsen@languageetc.org or Denis Illige-Saucier for Weekend teachers dillige-saucier@languageetc.org) The volunteer coordinators print out the class logs and place them in the respective class binders. So, if you miss a log, you can always catch up by reading the entry in your binder.

This description is called the “class log”. It has three purposes. The *first* is to provide the next team of teachers with an idea of what went on in your class so that they can prepare the next lesson. The *second* purpose is to inform all the team members of any issues or problems in the class. If you think the students are struggling with a particular lesson this is your chance to recommend a review. If you think a particular student is in need of extra help, this is your chance to ask other team members if they have observed the same thing. The final purpose is to keep LETC staff informed so that they can provide support as well if needed.

A good class log will be brief, cover key areas, identify the class and the date you taught in the email subject line (e.g., Basic A March 3, 2013) It will cover the following:

(Descriptions of Each Topic)

Topic/ Lesson-

Attendance- Provide attendance numbers so that the team has a general idea of attendance patterns.

Warm Up/Review- Every class should begin with a review of prior material. Let others on the team know what you reviewed and how you did it. (e.g., used the text, provided an outside worksheet, played a game, checked on homework if there is any, conversation)

Introduction- Teacher reviews agenda for the lesson. Focuses learners’ attention on the language, establishes the objectives of the lesson, and relates the lesson to the learner’s lives and previous learning.

Presentation- Introduce new information, checks comprehension and models what the learners need to do with the language and tasks. Provide the topics you dealt with as well as the specific pages in the text book and student work book that you used. If you used realia or other handouts/worksheets, describe them. If you did not cover all of the material in the syllabus, or you moved ahead, be sure to mention this. It will help the next team of teachers know where to pick up from.

Practice- What did you do in order to provide opportunities for learners to practice the new language, information and material?

Evaluation- Let the next group know if you think the students got the material and can move on after a brief review. If you think many/most struggled with the material and need a more extensive review, say this. Again, this helps the next team make their class plan.

Follow Up- Any issues/observations that you see in the students and their learning, things that the team should know or be aware of, ask the next teacher to go over homework if you assigned homework, tutoring support, and etc.