

Instructor Observation Form

Instructor: Buchanan				Level/Class: Pre-Advanced A Reading/Writing			
Date: Oct. 29, 2015				Observer: Marks			
Organization	OK	Do More	Needs Work	Comment: Greeting students as they arrive. First activity was projected on the screen. Today's agenda written on white board. Clear segmentation of class units.			
Appeared well prepared for class	✓						
Previewed content or objective for the class	✓						
Instructional segments of the lesson were apparent	✓						
Ended class with a summary or assignment							
Presentation	OK	Do More	Needs Work	Comment:			
Used transition markers to indicate lesson flow	✓			Good transitions			
Used restatements and summaries							
Effectively used media support	✓			Good use of projector			
Speech	OK	Do More	Needs Work	Comment:			
Spoke audibly and clearly at appropriate speed	✓			Loudness + vocabulary are appropriate			
Spoke using appropriate vocabulary and idioms	✓						
Non-Verbal Communication	OK	Do More	Needs Work	Comment:			
Body posture relaxed and facing audience	✓			Good movement around classroom, giving feedback + answering questions			
Gestures complemented speech	✓						
Maintained eye contact with the class	✓						
Moved appropriately around the classroom	✓						
Interaction and Rapport with Class	OK	Do More	Needs Work	Comment:			
Encouraged questions, comments, and discussion	✓			good, positive feedback > Helped students pronounce a difficult word monitored groups to check understanding (8 students @ 11 ⁰⁰)			
Repeated or paraphrased questions							
Responded constructively to student comments	✓						
Answered questions clearly and directly	✓						
Recognized lack of student understanding	✓						

CELCIS Term and Part-Time Instructor Observation Form 2010

10⁵⁵ - Teacher interacting with students
~~Lesson plan~~ projected on screen / lesson plan + homework written on whiteboard
 Warm-up activity

11⁰⁰ - Warm-up writing activity
 Students walk into class and immediately start writing.

11⁰⁹ - "Let's discuss..." (discussion about a ^{table} graph)
 "What is the title of this graph?" - good - asked cognitive or leading questions that allowed students to provide context-related answers
 "Can you say it louder?"
 "Who noticed something about this graph?"
 "Tell us something you wrote about this graph"
 "That's a good observation"

11¹⁴ - Pair Work activity - determine who drew same chart
 Draw chart - decide how to present info in chart

"Let me repeat the directions"

Responded to changes in student attentiveness	✓			Maintained fast-paced class to keep students engaged
Credibility and control	OK	Do More	Needs Work	
Responded to distractions effectively				Good confidence + authority
Responded confidently to questions	✓			
Spoke about content with confidence and authority	✓			
Lesson Content	OK	Do More	Needs Work	Explained critical thinking, textual support & techniques for determining support + why important
Presented background of ideas or concepts	✓			
Explained the significance or purpose of content	✓			
Included illustrations or examples	✓			
Carefully explained assignments	✓			Careful instructions - both clear + simple - repeated them
Class reaction	OK	Do More	Needs Work	
Students on task during class and group activities	✓			yes Good interactive class with much student participation
Students volunteered responses	✓			
Student behaviors were appropriate for activities	✓			
Individual and Group Activities	OK	Do More	Needs Work	
Activity instructions were clearly explained	✓			Students demonstrated understanding of instructions by immediately participating in activities
Students understood activity procedures	✓			
Provided verbal feedback to individuals and groups	✓			
Activities appropriately monitored	✓			
Language Management	OK	Do More	Needs Work	Good monitoring + feedback
Modeled target vocabulary and structures	✓			
Modeled rhetorical patterns and devices	✓			
Modeled academic skills and tasks	✓			
Enabled independent language use	✓			Started with individual writing activity, followed with pair work, group work activities
Student involvement with target language	OK	Do More	Needs Work	
Amount of time students spent in communicative tasks	✓			Most of class

CELIS Term and Part-Time Instructor Observation Form 2010

- presentations
- 11:22 - "Class? let's stop" "One more minute"
 - 11:23 - "Which groups wants to be first to present?"
 "Everyone else - show listening behavior - show respect"
 Student mini-presentations - pie graph, bar graph
 Students explained details, then provided summary of graph
 Teacher followed up with a cognitive question.
 - Teacher had students practice a difficult word to pronounce:
 "procastination" + explain meaning
 - 11:38 "Everyone open your textbooks please, p. 33"
 Activity - students highlight key statistic in text - analyze if claims are supported in text
 - 11:47 "Show the class your answers" - group by group
 Students identified claim - showed where in text it was supported, and identified the type of support (expert, quote, statistic)
 - 11:50 - Break

Amount of time students spent on contextualized language production	✓			Most of class
Amount of time students spent analyzing errors				

Pre-Observation Notes—To be completed by observer and faculty member

Name:

Date:

Level/Class:

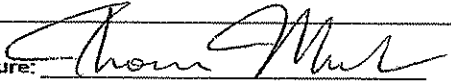
Observer:

- Good combination of individual activity, pair work activity, student presentations, and whole-class discussion, + small group work
- Very well-organized + managed class

Curricular Goals:

Non-Curricular Goals:

Observer signature: _____



Instructor signature: _____

Post-Observation Notes