

## CEP TEACHING OBSERVATION EVALUATION FORM

Name of observee WILLIAM GREENE

Name of observer C. FUCHS

Observation 2 out of 2

Semester FALL 08

Date 9/10/2008

CEP Level B4

| CURRICULUM & PLANNING  | Strong Evidence | Adequate Evidence | Little/No Evidence | No Observation |
|--|-----------------|-------------------|--------------------|----------------|
| Plans instruction based on CEP curriculum                                    | ✓               |                   |                    |                |
| Prepares lesson plans in advance and uses appropriate format                 | ✓               |                   |                    |                |
| Plans appropriate lessons and addresses different learning styles            | ✓               |                   |                    |                |
| Holds high standards for all students  | ✓               |                   |                    |                |
| Plans for use of a variety of activities and appropriate materials/resources | ✓               |                   |                    |                |
| Creates lessons addressing students' learning needs                          | ✓               |                   |                    |                |
| Incorporates technology in order to improve the learning experience          | ✓               |                   |                    |                |

**Comments/Specific Examples/Suggestions:**

I really appreciate you waiting for people to show up but I would definitely get started on time (or the people who show up on time usually may not show up on time anymore either). Try this:  
 - Review test material at 7pm (make sure you tell them)  
 - Try not to fill in the late-shows - this may sound mean but it's just not fair to the others because it takes

| INSTRUCTION & MANAGEMENT  | Strong Evidence | Adequate Evidence | Little/No Evidence | No Observation |
|---|-----------------|-------------------|--------------------|----------------|
| Promotes a cooperative and collaborative learning community                     | ✓               |                   |                    |                |
| Demonstrates enthusiasm about teaching  | ✓               |                   |                    |                |
| Exhibits confidence regarding management/instruction                            | ✓               |                   |                    |                |
| Shows respect for students as individuals and involves them actively in lessons | ✓               |                   |                    |                |
| Uses manner and language that are appropriate for adult CEP students            | ✓               |                   |                    |                |
| Gives clear and explicit instructions   | ✓               |                   |                    |                |
| Gains attention of students when necessary                                      | ✓               |                   |                    |                |
| Is flexible and capable of responding to unexpected circumstances               | ✓               |                   |                    |                |
| Utilizes positive, encouraging strategies to manage individuals and groups      | ✓               |                   |                    |                |
| Uses time efficiently   | ✓               |                   |                    |                |
| Encourages students' independent work   | ✓               |                   |                    |                |
| Establishes rapport with learners   | ✓               |                   |                    |                |

**Comments/Specific Examples/Suggestions:**

Nice job Facilitating. One suggestion: Try not to stand up all the time but sit with the students - it's less like you're watching over their shoulders. Also, unless Evrim is observing you, she can help you team-teach and help you facilitate (and vice versa). Excellent: you asked Evrim for help!

| ASSESSMENT   | Strong Evidence | Adequate Evidence | Little/No Evidence | No Observation |
|--|-----------------|-------------------|--------------------|----------------|
| Uses formal and informal assessment strategies   |                 |                   |                    | ✓              |
| Integrates assessment data to plan for the intellectual and social development of the learner  |                 |                   |                    | ✓              |
| Modifies teaching and learning strategies in relation to student success   | ✓               |                   |                    |                |
| Evaluates each lesson by checking to see if objectives have been met   | ✓               |                   |                    |                |
| <b>Comments/Specific Examples/Suggestions:</b><br>Excellent lesson plan and objectives - just a couple of suggestions: Don't feel awkward when your students practice in pairs. It's ok to sit down and observe. I think your learners got really engaged when they were doing the small group work! |                 |                   |                    |                |

| PROFESSIONALISM & REFLECTION   | Strong Evidence | Adequate Evidence | Little/No Evidence | No Observation |
|--|-----------------|-------------------|--------------------|----------------|
| Is reflective about own teaching practice  | ✓               |                   |                    |                |
| Allows reflection to inform teaching   | ✓               |                   |                    |                |
| Shows creativity and resourcefulness   | ✓               |                   |                    |                |
| Tries new ideas and suggestions expressed by others  | ✓               |                   |                    |                |
| Collaborates with colleagues and CEP staff in a positive way   | ✓               |                   |                    |                |
| Demonstrates dependability/responsibility  | ✓               |                   |                    |                |
| <b>Comments/Specific Examples/Suggestions:</b><br>Excellent use of the screen - I know it's a major handicap when you don't have a blackboard but please keep in mind that your students need to write things down. They need to practice - not the teacher. But I guess it's hard when you don't have a blackboard. |                 |                   |                    |                |

**Goals and Objectives**

Please list possible goals and objectives for future observations:

- Try to be less teacher-fronted so that your students get more time to practice; Not all of them are involved when it's T → S. Try to do more pair work perhaps
- Maybe bring in more realia? Real food? Or, you could pull pictures/photos up on the Internet.

**Summative Comments**

Nicely done, William!  
 You have a very relaxed class and a nice atmosphere - try to get students more involved in practicing the language.

Lesson was appropriate according to developmental arc of teacher: Yes  No

Signature of Observer *[Signature]* & Date 9/10/08