

CEP TEACHING OBSERVATION EVALUATION FORM

Name of observee WILLIAM GREENE

Name of observer C. FUCHS

Observation 1 out of 2

Semester FALL 08

Date 10/2/08

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:
 This was a very effective and engaging way to teach giving directions. One thing I noticed though was that the person who showed up late didn't join the group despite the fact that you had filled him in. Do you know why that was? The letter activity was also very communicative!

| 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:
 I really like the atmosphere in your classroom and the fact that you and your students move around while practicing. But please try to let students do more of the talking. The activity where ss had to walk toward a continent was real engaging - but only for two people at a time. And if this is a warm-up, please make sure to keep it a bit shorter - maybe 15 mts only?

| 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 | ✓ | | | |
| Comments/Specific Examples/Suggestions: <p>You commented on the writing activity in your post-lesson reflection. I wonder if they needed more scaffolding as opposed to this being a time issue?</p> | | | | |

| 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 | ✓ | | | |
| Comments/Specific Examples/Suggestions: <p>One suggestion: While I appreciate you waiting for students to show up, I would try not to do this but start on time - or else people may start to show up even later. Plus, it's not fair to the other students who do show up on time.</p> | | | | |


Goals and Objectives

Please list possible goals and objectives for future observations:

- Instead of announcing that you were going to wait for students, just go ahead and start with a warm-up (or a review of the previous lesson).
- Try to let your students talk even more - they get very excited and engaged!

Summative Comments
 Nice lesson, William - you and Erin really come across as a team!

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

Signature of Observer  Date 10/7/08

Post-Lesson Reflections:

The students appreciated the feedback I gave them on the writing activities; however, given time constraints, they were not able to complete the activity within one hour. As a result, they were sort of rushed into reading their work to their partners. In the future, when I do a process writing activity, I will focus on the activity only.

> Yes, excellent idea. Students can get easily frustrated when they feel they can't finish an activity.

Alternatively, you can finish up the next time.