

## CMLL Teaching Observation Form

### Organization & content:

- The overarching purpose of the lesson and specific learning objectives are clear and explicit.
- Individual parts of the lesson are clearly distinguishable, with helpful transitions.
- Prior learned material is referred to and drawn on.
- The instructions for student tasks are clear.
- The time spent on each task is
  - too short
  - too long
  - just right
- There is a good variety of activities or tasks.
- Instructor and students stay on topic.
- The topic is connected to student experiences and/or real-world applications.
- Complex concepts, ideas, or terminologies are sufficiently explained and re-visited with various examples or explanations to enhance retention.
- Related topics, current theories, and relevant background knowledge of ideas is shared.
- Overall, the teacher demonstrates good time management.

### Presentation & sequencing:

- The teacher speaks
  - clearly and professionally (not too formal, not too informal)
  - with a minimum of speech fillers
  - with enthusiasm and competence
  - directly to the students and their specific questions or comments (not over the students)
- The class is
  - teacher-centered
  - learner-centered
  - learning-centered
- Which presentation support is used for the class? Blackboard, video, games, etc?  

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- The presentation support used for the class is meaningful.
- If the whiteboard is used,
  - the writing is legible
  - the notes are organized in a way that helps comprehension and working with the concepts
- How is the sequencing of activities?
  - There is a clear progression.
  - Tasks and content are well aligned.
- Where applicable, various examples are being used.
- Complex questions (or tasks) are provided to students. Once they are
  - the teacher offers hints and encouragement if students struggle
  - the teacher encourages multiple perspectives
  - the teacher fosters discussion and peer learning and question resolution before providing the "textbook answer"

- Student are challenged to think critically or problem-solve at least once.
- The overall presentation style facilitates notetaking.
- The overall presentation style is closest to
  - a lecture
  - a workshop
  - a sequence of teacher-facilitated activities
  - a sequence of peer learning activities
  - a discussion-based seminar
  - \_\_\_\_\_

### **Rapport & Interaction:**

- The teacher knows the students' names.
- The teacher moves around and engages with the students.
- The teacher fosters an atmosphere of trust and respect
  - between teacher and students
  - between students
- Student contributions are
  - listened to carefully
  - engaged appropriately and constructively
  - corrected respectfully if there is a misunderstanding or a "wrong" answer
  - praised if they push the learning forward
- There is ample opportunity for student feedback and clarification questions.
- Active participation of all students is fostered.
- There is at least once the opportunity for peer-to-peer interaction among students.
- There is enough time after a question to allow students to think before responding.
- There are comprehension check-ins.
- All students are treated equitably.
- Teacher can admit limits to own knowledge.
- All the interactions are centered on learning.

### **Overall strengths:**

### **Suggestions:**