**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? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 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:**