

SPANISH-AMERICAN INSTITUTE

215 West 43 Street • NYC, NY 10036 • 212.840.7111 • fax: 212.719.5922 • www.sai2000.org • info@sai2000.org <http://www.facebook.com/studentclub>

To: All Faculty and Staff ~ Galyna ANDRYUSHCHENKO
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

The criteria for teaching observations criteria are based on the Institute's *Standards of Good Practice in ESL Teaching* and the Institute's *English-in-Context: Teaching English in Computer Education*. Given the school's primary emphasis on teaching English language skills, all faculty should review these standards.

This is to be a constructive, collegial activity during which we are able to work together to improve the quality of instruction in all our classes.

Annual Professional Development Plans

Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Galya ANDRYUSHCHENKO
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
5	4	5	6	1	2	2						
11	14	4	10	5	4	4						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Galyna ANDRYUSHCHENKO

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Galyna ANDRYUSHCHENKO	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
5	4	5	6	1	2	2						
11	14	4	10	5	4	4						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Galyna ANDRYUSHCHENKO

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To: All Faculty and Staff ~ Jenny ARBAI
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member: Jenny ARBAI	
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
4	duty	3	T	5	free	free	TOE	3				
2	testin	14	O	2			14	8				
	g		E									
	20		5									

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
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Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

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Demonstrated evidence of lesson planning.						
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Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate						

understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
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Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date: _____

Jenny ARBAI

Observer's Signature: _____ Date: _____

Spanish-American Institute
 Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Jenny ARBAI	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
4	duty	3	T	5	free	free	TOE	3				
2	testin	14	O	2			14	8				
	g		E									
	20		5									

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Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
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Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						

Determined when students were confused.						
Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Jenny ARBAI

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To: All Faculty and Staff ~ **Evdokia AZOIDOU**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Evdokia AZOIDOU
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
								4	4	6	5	2
								9	8	25	5	12

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Used content appropriate to the lesson.						
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speakers were students engaged in active communication with each other.						
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Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Evdokia AZOIDOU

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Evdokia AZOIDOU	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
								4	4	6	5	2
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<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
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Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
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SUMMARY and RECOMMENDATIONS:

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Observer's Signature and Date: _____

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To: All Faculty and Staff ~ Tetiana Bobrysheva
From: Dante V. Ferraro, President
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Department Chairs
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Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Tetiana Bobrysheva
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
2	6	4	1	4	5	5	4					
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Tetiana Bobrysheva

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Tetiana Bobrysheva	
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Tetiana Bobrysheva

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Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Olesya BRAZNIKOVA
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
				6	5	5	Free	Free	6	6	2	4
				4	10	10			7	7	7	4

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Olesya BRAZNIKOVA

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Olesya BRAZNIKOVA	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
				6	5	5	Free	Free	6	6	2	4
				4	10	10			7	7	7	4

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Olesya BRAZNIKOVA

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **Freddie Ann BUSH**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

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Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Freddie Ann BUSH
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
							PC	Tmt	5	1	4	3
							20	20	25	11	10	10

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

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Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Freddie Ann BUSH	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
							PC	Tmt	5	1	4	3
							20	20	25	11	10	10

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
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Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
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Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Freddie Ann BUSH

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **Eligio CASTILLO**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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Spanish-American Institute
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Spring 2013

revised 201304

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	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
			5 6	duty 20	Lu ch	Lu ch	6 10	5 10	5 3	5 3	1 4	

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
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Used varied teaching strategies						
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Held students' attention.						

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Eligio CASTILLO

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Eligio CASTILLO	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
			5	duty	Lu	Lu	6	5	5	5	1	
			6	20	ch	ch	10	10	3	3	4	

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<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
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Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Eligio CASTILLO

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ *Ana Margarita DIAZ*
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
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Date: April 2013

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English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Ana Margarita DIAZ
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
1	1	2	M	4	Free	Free	3	Mgt				
10	10	9	gt 25	7			8	3				

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

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Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Ana Margarita DIAZ

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
Spring 2013

rev. 20110901, 201304

Faculty Member: Ana Margarita DIAZ	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
1 10	1 10	2 9	M gt 25	4 7	Free	Free	3 8	Mgt 3				

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<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
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Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Ana Margarita DIAZ

SPANISH-AMERICAN INSTITUTE

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revised 201304

Faculty Member: Gladys DIAZ	
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
Eng Lit 3	Tmt 20	1 8	2 4	Free	Tmt 20	Tmt 20	1 5					

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						

Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Gladys DIAZ

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Gladys DIAZ	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
Eng Lit 3	Tmt 20	1 8	2 4	Free	Tmt 20	Tmt 20	1 5					

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						

Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Gladys DIAZ

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Iliyana DIMITROVA
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

The criteria for teaching observations criteria are based on the Institute's *Standards of Good Practice in ESL Teaching* and the Institute's *English-in-Context: Teaching English in Computer Education*. Given the school's primary emphasis on teaching English language skills, all faculty should review these standards.

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Annual Professional Development Plans

Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

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Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member: Iliyana DIMITROVA	
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
							5	E	1	2	3	5
							7	LIT	10	9	9	9
								4				

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						

Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Iliyana DIMITROVA

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Iliyana DIMITROVA	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
							5	E	1	2	3	5
							7	LIT	10	9	9	9
								4				

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						

Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Iliyana DIMITROVA

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Leonila DOLINA
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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Thank you

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Leonila DOLINA
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
duty	3	4	6	2								
20	4	25	12	8								

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Leonila DOLINA

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Leonila DOLINA	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
duty	3	4	6	2								
20	4	25	12	8								

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Leonila DOLINA

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **Loreen DOLINA RUCK**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Loreen DOLINA RUCK
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
5	4	5	5				2	1	6			
6	6	12	2				2	2	4			

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
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Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Loreen DOLINA RUCK

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Loreen DOLINA RUCK	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
5	4	5	5				2	1	6			
6	6	12	2				2	2	4			

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<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Loreen DOLINA RUCK

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Ilya GOGIN
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
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English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member: Ilya GOGIN	
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
3	2	6	4									
5	2	6	7									

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
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Related material to prior knowledge.						
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Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Ilya GOGIN

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Ilya GOGIN	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
3	2	6	4									
5	2	6	7									

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Ilya GOGIN

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Angie GOMEZ
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

The criteria for teaching observations criteria are based on the Institute's *Standards of Good Practice in ESL Teaching* and the Institute's *English-in-Context: Teaching English in Computer Education*. Given the school's primary emphasis on teaching English language skills, all faculty should review these standards.

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Annual Professional Development Plans

Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Angie GOMEZ
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
8:30 - 3pm	Office	Acct 20	H S 20	ACC T 20								

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						

Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Angie GOMEZ

Observer's Signature: _____ Date: _____

Spanish-American Institute
 Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Angie GOMEZ	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
8:30 - 3pm	Office	Acct 20	H S 20	ACC T 20								

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						

Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Angie GOMEZ

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Libertad GRAJO
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

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Thank you

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Libertad GRAJO
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
			4	BE	Free	Free	free	Free	2	3	BE	TOE
			11	11					11	10	25	7

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Libertad GRAJO

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Libertad GRAJO	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
			4	BE	Free	Free	free	Free	2	3	BE	TOE
			11	11					11	10	25	7

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Libertad GRAJO

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Yana KIRYEYEVA
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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Thank you

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Yana KIRYEYEVA
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
4	6	5	4	5								
8	8	3	4b	3								

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
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Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
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Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Yana KIRYEYeva

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Yana KIRYEYEVA	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
4	6	5	4	5								
8	8	3	4b	3								

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
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Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Yana KIRYEYEVA

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **First NAME Last NAME**
From: Dante V. Ferraro, President
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Department Chairs
Re: Classroom Observations
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English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	First NAME Last NAME
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
9:15	10:10	11:05 5	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
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Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
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with each other.						
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Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

First NAME Last NAME

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: First NAME Last NAME	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
9:15	10:10	11:05	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u>						

at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

First NAME Last NAME

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Erlinda MANLICLIC
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

The criteria for teaching observations criteria are based on the Institute's *Standards of Good Practice in ESL Teaching* and the Institute's *English-in-Context: Teaching English in Computer Education*. Given the school's primary emphasis on teaching English language skills, all faculty should review these standards.

This is to be a constructive, collegial activity during which we are able to work together to improve the quality of instruction in all our classes.

Annual Professional Development Plans

Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Erlinda MANLICLIC
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
PC/ T 20	PC 20	PC/T 20	P C/ Kb 20	Duty 20	Free	Free	Duty 20	FRE E	Duty 20	4 4		

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate						

understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Erlinda MANLICLIC

Observer's Signature: _____ Date: _____

Spanish-American Institute
 Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Erlinda MANLICLIC	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
PC/T 20	PC 20	PC/T 20	P C/ Kb 20	Duty 20	Free	Free	Duty 20	FRE E	Duty 20	4 4		

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						

Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Erlinda MANLICLIC

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **Melvin MARCUS**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Melvin MARCUS
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
6	TOE	TOE	6	TOE	3	3						
7	7	7	8	12	12	12						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Melvin MARCUS

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Melvin MARCUS	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
6	TOE	TOE	6	TOE	3	3						
7	7	7	8	12	12	12						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Melvin MARCUS

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Zoryana MATIYCHYK
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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Thank you

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Zoryana MATIYCHYK
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
6	5	3	3	6								
14	12	10	9	6								

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Zoryana MATIYCHYK

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Zoryana MATIYCHYK	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
6	5	3	3	6								
14	12	10	9	6								

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

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<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
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Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Zoryana MATIYCHYK

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ *Semen MERE-MERE*
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Semen MERE-MERE
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
					TOE 6	TOE 6	BE 12	lunc h	4 6	Toef l 6	Toef l 6	6 6

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
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Observed individual student work.						
Determined when students were confused						
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Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Semen MERE-MERE

Observer's Signature: _____ Date: _____

Spanish-American Institute
 Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Semen MERE-MERE	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
					TOE 6	TOE 6	BE 12	lunc h	4 6	Toef l 6	Toef l 6	6 6

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						

Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Semen MERE-MERE

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Enrique NIBEYRO
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

The criteria for teaching observations criteria are based on the Institute's *Standards of Good Practice in ESL Teaching* and the Institute's *English-in-Context: Teaching English in Computer Education*. Given the school's primary emphasis on teaching English language skills, all faculty should review these standards.

This is to be a constructive, collegial activity during which we are able to work together to improve the quality of instruction in all our classes.

Annual Professional Development Plans

Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Enrique NIBEYRO
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
	Chair 20	Chair 20	ch air 20	PC 20	PC 20	PC 20	Free	PC 20	PC 20	PC 20	PC /KT 20	PC KT 20

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						

Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Enrique NIBEYRO

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Enrique NIBEYRO	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
	Chair 20	Chair 20	ch air 20	PC 20	PC 20	PC 20	Free	PC 20	PC 20	PC 20	PC /KT 20	PC KT 20

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						

Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Enrique NIBEYRO

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **Vicenta ORTIZ**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

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Annual Professional Development Plans

Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Vicenta ORTIZ
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
					1	1						
					5	5						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Vicenta ORTIZ

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Vicenta ORTIZ	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
					1	1						
					5	5						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Vicenta ORTIZ

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To: All Faculty and Staff ~ **Nori PANGANIBAN**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

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Please let me know if you have any questions.

Thank you

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Nori PANGANIBAN
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
TO E 25	5 3	EHS 5	Ch air Du ty 20	AR W 14	6 9	6 9						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers						

instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Nori PANGANIBAN

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Nori PANGANIBAN	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
TO E 25	5 3	EHS 5	Ch air Du ty 20	AR W 14	6 9	6 9						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
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Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						

Determined when students were confused.						
Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Nori PANGANIBAN

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To: All Faculty and Staff ~ **Emiliano RAMOS**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
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Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Emiliano RAMOS
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
								2	3	EHS	6	5
								14	9	12	3	3

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
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Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
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Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Emiliano RAMOS

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Emiliano RAMOS	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
								2	3	EHS	6	5
								14	9	12	3	3

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
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Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Emiliano RAMOS

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Ivelisse RYMER
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

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Annual Professional Development Plans

Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Ivelisse RYMER
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
			12 no on	offic e	Offie	Offie	offic e	offic e	Acct 20	Offic e		Offc e

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i>.						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Ivelisse RYMER

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Ivelisse RYMER	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
			12 noon	office	Office	Office	office	office	Acct 20	Office		Offc e

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated <u>"On Your Own"</u> activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated <u>"Online Resources"</u> research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
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Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Ivelisse RYMER

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Mark Schwenke
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Mark Schwenke
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
PC 20	PC 20	PC 20	P C 20	PC 20	Duty 20	Duty 20	PC 20					

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						

Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Mark Schwenke

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
Spring 2013

rev. 20110901, 201304

Faculty Member: Mark Schwenke	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
PC 20	PC 20	PC 20	P C 20	PC 20	Duty 20	Duty 20	PC 20					

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
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Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						

Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Mark Schwenke

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Alumna TULDANES
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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Thank you

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Alumna TULDANES
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
								6	5	6	5	1
								12	14	14	11	11

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
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speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
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Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Alumna TULDANES

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Alumna TULDANES	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
								6	5	6	5	1
								12	14	14	11	11

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
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Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
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<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
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Engaged students in <u>reading for comprehension</u> .						
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Encouraged student questions.						

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Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
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Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Alumna TULDANES

SPANISH-AMERICAN INSTITUTE

215 West 43 Street • NYC, NY 10036 • 212.840.7111 • fax: 212.719.5922 • www.sai2000.org • info@sai2000.org <http://www.facebook.com/studentclub>

To: All Faculty and Staff ~ Sukhrob ULMASOV
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Sukhrob ULMASOV
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
								PC	PC	PC	PC	PC
								20	20	20	20	20

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
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SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Sukhrob ULMASOV

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Sukhrob ULMASOV	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
								PC	PC	PC	PC	PC
								20	20	20	20	20

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
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<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
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Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Sukhrob ULMASOV

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Svetlana VEDERNIKOVA
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

The criteria for teaching observations criteria are based on the Institute's *Standards of Good Practice in ESL Teaching* and the Institute's *English-in-Context: Teaching English in Computer Education*. Given the school's primary emphasis on teaching English language skills, all faculty should review these standards.

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Annual Professional Development Plans

Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Svetlana VEDERNIKOVA
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
		6	3	3	4	4						
		11	14	9	2	2						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Svetlana VEDERNIKOVA

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Svetlana VEDERNIKOVA	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
		6	3	3	4	4						
		11	14	9	2	2						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Svetlana VEDERNIKOVA

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **First NAME Last NAME**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	First NAME Last NAME
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
9:15	10:10	11:05 5	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication						

with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

First NAME Last NAME

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: First NAME Last NAME	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
9:15	10:10	11:05	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

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<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u>						

at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

First NAME Last NAME

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **First NAME Last NAME**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	First NAME Last NAME
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
9:15	10:10	11:05 5	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
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Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication						

with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
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Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
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Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

First NAME Last NAME

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: First NAME Last NAME	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
9:15	10:10	11:05	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

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<u>CONTENT</u>	1	2	3	4	5	NA/NO
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Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
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<u>Facilitated student learning</u> instead of giving students the answers.						
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Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u>						

at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

First NAME Last NAME

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To: All Faculty and Staff ~ **Rasha ABDEL RASOL**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
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Date: April 2013

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Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Rasha ABDEL RASOL
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
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Rasha ABD EL RASOL

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Rasha ABDEL RASOL	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Rasha ABD EL RASOL

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Department Chairs
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Date: April 2013

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Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Drissa COMPAORE
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
				1 pm			1 hr lunch	offic e	offic e	offic e	offic e	Offic e

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i>.						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Drissa COMPAORE

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Drissa COMPAORE	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
				1 pm			1 hr lunch	offic e	offic e	offic e	offic e	Offic e

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Drissa COMPAORE

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ *Caryn Davis*
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

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Non-ESL Class Observation Form
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English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member: Caryn Davis	
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						

Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
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Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date: _____

Caryn Davis

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
Spring 2013

rev. 20110901, 201304

Faculty Member: Caryn Davis	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
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Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						

Kept daily or weekly written summaries of each <u>student's</u> academic progress.						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Caryn Davis

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **Dilyara ENGULATOVA**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Dilyara ENGULATOVA
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
				ETA SEC 13	ETA SEC 13	ETA SEC 13	ETA SEC 13					

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
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Used active learning strategies						
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Allowed wait-time for question responses.						
Involved several students in each question.						
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Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
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Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Dilyara ENGULATOVA

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
Spring 2013

rev. 20110901, 201304

Faculty Member: Dilyara ENGULATOVA	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
				ETA SEC	ETA SEC	ETA SEC	ETA SEC					
				13	13	13	13					

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<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
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Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
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Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						

Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Dilyara ENGULATOVA

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **Anvar ERGASHEV**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Anvar ERGASHEV
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
				1 pm	5 pm	5 pm	office					

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
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Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
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Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Anvar ERGASHEV

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Anvar ERGASHEV	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
				1 pm	5 pm	5 pm	office					

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<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
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Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
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Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Anvar ERGASHEV

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To: All Faculty and Staff ~ **Christian GALLARDO**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
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Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Christian GALLARDO
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
8:30 office	office	office	office	Office	office	office						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i>.						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Christian GALLARDO

Observer's Signature: _____ Date: _____

Spanish-American Institute
 Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Christian GALLARDO	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
8:30 office e	office	office	office	Office e	office e	office e						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Christian GALLARDO

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **Francina Gomez**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

The criteria for teaching observations criteria are based on the Institute's *Standards of Good Practice in ESL Teaching* and the Institute's *English-in-Context: Teaching English in Computer Education*. Given the school's primary emphasis on teaching English language skills, all faculty should review these standards.

This is to be a constructive, collegial activity during which we are able to work together to improve the quality of instruction in all our classes.

Annual Professional Development Plans

Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member: Francina Gomez	
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
				book stor e	bkst ore	bkst ore	bkst ore					

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						

Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Francina Gomez

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
Spring 2013

rev. 20110901, 201304

Faculty Member: Francina Gomez	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
				book store	bkst ore	bkst ore	bkst ore					

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						

Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Francina Gomez

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **Lyudmila KLAVSEN**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

The criteria for teaching observations criteria are based on the Institute's *Standards of Good Practice in ESL Teaching* and the Institute's *English-in-Context: Teaching English in Computer Education*. Given the school's primary emphasis on teaching English language skills, all faculty should review these standards.

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Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Lyudmila KLAUSEN
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
				1:00 pm					5- 5:30 lunc h	to		9:14

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i>.						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate						

understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Lyudmila KLAUSEN

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
Spring 2013

rev. 20110901, 201304

Faculty Member: Lyudmila KLAUSEN	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
				1:00 pm					5- 5:30 lunc h	to		9:14

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						

Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Lyudmila KLAUSEN

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **First NAME Last NAME**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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Annual Professional Development Plans

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Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	First NAME Last NAME
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
9:15	10:10	11:05 5	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication						

with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

First NAME Last NAME

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: First NAME Last NAME	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
9:15	10:10	11:05	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

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<u>CONTENT</u>	1	2	3	4	5	NA/NO
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Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
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Determined when students were confused.						
Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u>						

at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

First NAME Last NAME

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **Idelisa LOPEZ**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member: Idelisa LOPEZ	
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
9	a.m.	to	2	pm								

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i>.						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
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Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Idelisa LOPEZ

Observer's Signature: _____ Date: _____

Spanish-American Institute
 Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Idelisa LOPEZ	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
9	a.m.	to	2	pm								

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						

Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Idelisa LOPEZ

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **María MACHADO**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

The criteria for teaching observations criteria are based on the Institute's *Standards of Good Practice in ESL Teaching* and the Institute's *English-in-Context: Teaching English in Computer Education*. Given the school's primary emphasis on teaching English language skills, all faculty should review these standards.

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Annual Professional Development Plans

Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	María MACHADO
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
8:30 recpt	office	office	12 - 12 :3 0	offic e	Offic e	Offic e	4- 4:30	Bkst r	bkstr	bkstr	bkstr	Bkstr

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate						

understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date: _____

Maria MACHADO

Observer's Signature: _____ Date: _____

Spanish-American Institute
 Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Maria MACHADO	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
8:30 recept	office	office	12 - 12 :3 0	offic e	Offic e	Offic e	4- 4:30	Bkst r	bkstr	bkstr	bkstr	Bkstr

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						

Determined when students were confused.						
Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Maria MACHADO

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **Madina MARZHOKHOVA**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

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Annual Professional Development Plans

Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Madina MARZHOKHOVA
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
								duty	duty	duty	duty	duty
								20	20	20	20	20

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the "answers."						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Madina MARZHOKHOVA

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Madina MARZHOKHOVA	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
								duty	duty	duty	duty	duty
								20	20	20	20	20

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student <u>learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Madina MARZHOKHOVA

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ **Karina RODRIGUEZ**
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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English Class Observation Form
Non-ESL Class Observation Form
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English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Karina RODRIGUEZ
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
8:30 to 6 pm	office	office	office	office	office	office	office	office				

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i>.						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Karina RODRIGUEZ

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Karina RODRIGUEZ	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
8:30 to 6 pm	office	office	office	office	office	office	office	office				

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<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
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<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Karina RODRIGUEZ

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Paul SCHIFFMAN
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Paul SCHIFFMAN
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i>.						
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<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
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Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
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Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date: _____

Paul SCHIFFMAN

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Paul SCHIFFMAN	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						
Moved around the classroom and <u>observed each student's work</u> at least once each class period.						

Kept daily or weekly written summaries of each <u>student's</u> academic progress.						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Paul SCHIFFMAN

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Thomas SCHWENKE
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

The criteria for teaching observations criteria are based on the Institute's *Standards of Good Practice in ESL Teaching* and the Institute's *English-in-Context: Teaching English in Computer Education*. Given the school's primary emphasis on teaching English language skills, all faculty should review these standards.

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Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Thomas SCHWENKE
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
9 to 5	Office											

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i> .						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Thomas SCHWENKE

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

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Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
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Engaged students in <u>reading for comprehension</u> .						
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Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Thomas SCHWENKE

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To: All Faculty and Staff ~ Svetlana SERGEEVA
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

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English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
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Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Svetlana SERGEEVA
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
8:30 am	to	1:30 pm										

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CONTENT	1	2	3	4	5	NA/NO
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Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
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Engaged class in holistic listening activities.						
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Used varied teaching strategies						
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Used blackboard sparingly, if at all.						
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Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
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SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Svetlana SERGEEVA

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Svetlana SERGEEVA	
	Course & Time:
Observation Date:	Number of Students Present:
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<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
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Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member:	Svetlana SHCHEGLOVA
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
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Svetlana SHCHEGLOVA

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Svetlana SHCHEGLOVA	
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Observation Date:	Number of Students Present:
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Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Benjamin TAGNAN
	Course & Time: ESL
Observation Date:	Number of Students Present:
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Benjamin TAGNAN

Observer's Signature: _____ Date: _____

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rev. 20110901, 201304

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Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
Had good rapport overall with students.						

SUMMARY and RECOMMENDATIONS:

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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Benjamin TAGNAN

SPANISH-AMERICAN INSTITUTE

215 West 43 Street • NYC, NY 10036 • 212.840.7111 • fax: 212.719.5922 • www.sai2000.org • info@sai2000.org <http://www.facebook.com/studentclub>

To: All Faculty and Staff ~ Carmen VARGAS
From: Dante V. Ferraro, President
Caryn T. Davis, Dean of Academic Affairs
Department Chairs
Re: Classroom Observations
Date: April 2013

Classroom Observations

In the next few weeks, Department Chairs and their associates will conduct classroom observations. Copies of the observation forms used in English/ESL and non-ESL classes are attached.

The criteria for teaching observations criteria are based on the Institute's *Standards of Good Practice in ESL Teaching* and the Institute's *English-in-Context: Teaching English in Computer Education*. Given the school's primary emphasis on teaching English language skills, all faculty should review these standards.

This is to be a constructive, collegial activity during which we are able to work together to improve the quality of instruction in all our classes.

Annual Professional Development Plans

Following the observation, we will schedule a meeting to discuss the observation and to update your an annual professional development plan.

Please let me know if you have any questions.

Thank you

Associated Documents available on the web @ www.sai2000.org

English Class Observation Form
Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Carmen VARGAS
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
								office	5 to 9:14 pm			

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's <i>Standards of Good Practice in ESL Teaching</i>.						
Used content appropriate to the lesson.						
Used content appropriate to the class.						
Related material to prior knowledge.						
Demonstrated command of subject matter.						
Explained items clearly and effectively.						
Assigned appropriate homework.						

<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Explained purpose of lesson clearly.						
Demonstrated evidence of lesson planning.						
Engaged class in holistic writing activities.						
Engaged class in holistic reading activities.						
Engaged class in holistic listening activities.						
Engaged class in holistic speaking activities.						
Used effective transitions						
Used active learning strategies						
Used varied teaching strategies						
Used class time effectively						
Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate understanding of the question.)						
Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.						
Involved several students in each question.						
Arranged classroom effectively to encourage student communication with each other (not from student to teacher).						
Used blackboard sparingly, if at all.						
Involved everyone in the class.						
Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						

<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-centered one. (In a student-centered classroom, the teacher facilitates learning through the use of active teaching strategies that requires student engagement with each other.)						
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention away from the lesson.)						
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provide them with the “answers.”						
Provided students with positive feedback						
Held students' attention.						

SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Carmen VARGAS

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Carmen VARGAS	
	Course & Time:
Observation Date:	Number of Students Present:
Observer:	

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
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Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed

<u>CONTENT</u>	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's <u>application objectives</u> .						
Incorporated " <u>Critical Thinking</u> " activity (or equivalent if not using DDC text).						
Incorporated " <u>On Your Own</u> " activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated " <u>Online Resources</u> " research (or equivalent if not using DDC text as required by textbook and syllabus) .						
Incorporated <u>final project</u> development.						
<u>ORGANIZATION and INSTRUCTION</u>	1	2	3	4	5	NA/NO
Demonstrated evidence of <u>lesson planning</u> consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in <u>reading for comprehension</u> .						
Engaged students in <u>paraphrasing</u> (explaining textbook sections orally and/or in writing).						
Engaged students in <u>summarizing</u> directions orally and/or in writing.						
Engaged students in <u>writing</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus).						
Engaged students in <u>speaking</u> activity connected with developing "On Your Own" activity and individual projects (or equivalent if not using DDC text as required by textbook and syllabus)						
Determined when students were confused.						
Encouraged student questions.						

Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
Kept daily or weekly written summaries of each <u>student's academic progress</u> .						
Took attendance while students were engaged in learning activities.						
<u>INSTRUCTOR-STUDENT INTERACTION</u>	1	2	3	4	5	NA/NO
Made effective eye contact and addressed students by name.						
Communicated expectations clearly to students.						
Held students' attention.						
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SUMMARY and RECOMMENDATIONS:

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Observer's Signature and Date: _____

Faculty Member's Signature and Date: _____

Carmen VARGAS

SPANISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ Irina Zatulovski
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Department Chairs
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Date: April 2013

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Associated Documents available on the web @ www.sai2000.org

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Non-ESL Class Observation Form
Standards of Good Practice in ESL Teaching
English-in-Context: Teaching English in Computer Education

Spanish-American Institute
English Class Teaching Observation
 Spring 2013

revised 201304

Faculty Member: Irina Zatulovski	
	Course & Time: ESL
Observation Date:	Number of Students Present:
Observer:	Observer's Signature:

9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
								Boo k	Boo k	Boo k	Boo k	Book

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SUMMARY and RECOMMENDATIONS:

Faculty Member's Signature: _____ Date _____

Irina Zatulovski

Observer's Signature: _____ Date: _____

Spanish-American Institute
Non-ESL Course Teaching Observation
 Spring 2013

rev. 20110901, 201304

Faculty Member: Irina Zatulovski	
	Course & Time:
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Observer:	

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