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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 Teaching Observation

Spring 2013

revised 201304

														10 11500 20
Faculty Men	ıber:	Ga	lyna /	ANI	DRY	USt	HCH	EN	KO					
					(Course	& Time	:		ESL				
Observation	Date:				N	lumber	of Stud	lents P	resent:					
Observer:					() bserve	r's Sign	nature:						
					ļ									
	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=unsati	sfactory, 2=	=needs imp	orovem	ent, 3=sa	tisfactory	7, 4=very	good, 5=	excellent	, NA/NO	-not appli	icable or		
CONTE	NT.							1	2	3		4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching. Used content appropriate to the lesson.														
Used conter	ıt appı	ropriate t	o the cla	ass.										
Related ma	terial t	to prior k	nowled	ge.										
Demonstrat	ted con	nmand o	f subjec	t mat	ter.									
Explained i	tems cl	learly an	d effecti	vely.										
Assigned ap	propr	iate hom	ework.											
ORGAN	IZAT	10N an	dIN.S	TR()	ICTIC	<u>DN</u>		1	2	3	3	4	5	NA/NO
Explained p														
Demonstrat					ng.									
Engaged cla														
Engaged cla	ass in h	olistic re	ading a	ctiviti	ies.									
Engaged cla	ass in h	nolistic lis	stening a	activi	ties.									
Engaged cla	ass in h	nolistic sp	eaking	activi	ties.									
Used effecti	vo troi	ncitions												

Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate

Kept teacher's "voice" to a minimum so that the primary

Used active learning strategies
Used varied teaching strategies

Used class time effectively

understanding of the question.)

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.						
	1	1	1	1	1	1 1
INSTRUCTOR-STUDENT INTERACTION	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:Galyna ANDRYUSHCHI		I	Oate			
Observer's Signature:)ate:			

rev. 20110901, 201304

Faculty Member: Galyna ANDRYUST	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						

Moved around the classroom and observed each student's work						
at least once each class period.						
Kept daily or weekly written summaries of each <u>student's</u> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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 AN	IDRYU	SHCHE	NKO			

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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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Please let me know if you have any questions.

Thank you

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

English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member: Jenny ARP	SAI		
	Course & Time:	ESL	
Observation Date:	Number of Students P	resent:	
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	Т	5	free	free	TOE	3				
2	testin g 20	14	O E 5	2			14	8				

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
			1	1		
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:						
F I M I C .		T-) a 4 c			
Faculty Member's Signature:		L	vate			
Jenny ARBAI		τ-	.			
Observer's Signature:		L	Jate:			

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	Т	5	free	free	TOE	3				
2	testin g 20	14	O E 5	2			14	8				

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence of lesson planning consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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 ARI						

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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

Classroom Observations

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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 Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Evdokia AZOI	DOU	
		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

1	2	3	4	5	NA/NO
1	1	1	1	_	
1	2	3	4	5	NA/NO
	1				

speakers were students engaged with each other.	in active communication						
Allowed wait-time for question r	responses.						
Involved several students in each	_						
Arranged classroom effectively t communication with each other teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	arly to students, including						
Collected homework and provid	ed feedback.						
INSTRUCTOR-STUDE	NT	1	2	3	4	5	NA/NO
INTERACTION	21 X I						
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher ctive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	<u> </u>						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	·k.						
Determined when students were	confused						
Helped students who needed assithem with the "answers."	istance but did not provide						
Provided students with positive	feedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:			Ε	Date			
-	Evdokia AZOIDOU						
Observer's Sígnature:)ate:			

rev. 20110901, 201304

Faculty Member: Evdokía 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
								9	8	25	5	12

					1	
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 student's academic progress.						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:						

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Evdokia AZOIDOU

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To: All Faculty and Staff ~ Tetiana Bobrysheva

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 Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Tetiana Bobrys	heva	
		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					
4	9	2	3	25	7	7	3					

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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 with each other.	in active communication						
Allowed wait-time for question r	responses.						
Involved several students in each	_						
Arranged classroom effectively t communication with each other teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	arly to students, including						
Collected homework and provid	ed feedback.						
				Γ	1	1	1
INSTRUCTOR-STUDE INTERACTION	NT	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher ctive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	<u> </u>						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	·k.						
Determined when students were	confused						
Helped students who needed assithem with the "answers."	stance but did not provide						
Provided students with positive t	feedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:	Tetiana Bobrysheva		I	Oate			
Observer's Signature:)ate:			an man-

rev. 20110901, 201304

Faculty Member: Tetiana Bobrysheva	
	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	6	4	1	4	5	5	4					
4	9	2	3	25	7	7	3					

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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:						
Tetiana Bo	bryshe	va				

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To: All Faculty and Staff ~ Olesya BRAZNIKOVA

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

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

English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Olesya BRAZ	NIKOVA	
		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

1	2	3	4	5	NA/NO
1	1	1	1	_	
1	2	3	4	5	NA/NO
	1				

speakers were students engaged in active communication with each other.	ion					
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, include participation levels.	ling					
Collected homework and provided feedback.						
	T		1		1	1
INSTRUCTOR-STUDENT INTERACTION	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.)	at					
Addressed students by name						
Required students to engage in answering their own questions. (Did not allow student questions to divert attention a from the lesson.)	iway					
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not prothem with the "answers."	ovide					
Provided students with positive feedback						
Held students' attention.						
SUMMARY and RECOMMENDATION	NS:					
Faculty Member's Signature: Olesya BRAZNIKO]	Date			
Observer's Signature:]	Date:	ar asar asar asar asar asar a		

rev. 20110901, 201304

Faculty Member: Olesya BRAZNIKO'	VA
	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

Kept daily or weekly written summaries of each student's academic progress. Took attendance while students were engaged in learning activities. INSTRUCTOR-STUDENT INTERACTION 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:	Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
activities. INSTRUCTOR STUDENT INTERACTION 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: Cobserver's Signature and Date: Faculty Member's Signature and Date:							
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: Characteristic structure and Date: Characteristic structure and Date: Faculty Member's Signature and Date:							
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:	INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
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:	INTERACTION						
Held students' attention. Had good rapport overall with students. SUMMARY and RECOMMENDATIONS:							
Had good rapport overall with students. SUMMARY and RECOMMENDATIONS:	Communicated expectations clearly to students.						
SUMMARY and RECOMMENDATIONS: Comparison of the second control of	Held students' attention.						
Observer's Signature and Date: Faculty Member's Signature and Date:	Had good rapport overall with students.						
Observer's Signature and Date:	SUMMARY and RECOMMENDATIONS:						
Observer's Signature and Date:							
Observer's Signature and Date:							
Observer's Signature and Date:							
Observer's Signature and Date:							
Observer's Signature and Date:							
Observer's Signature and Date:							
Observer's Signature and Date:							
Observer's Signature and Date:							
Observer's Signature and Date:							
Observer's Signature and Date:							
Faculty Member's Signature and Date:							
Faculty Member's Signature and Date:							
Faculty Member's Signature and Date:							
Faculty Member's Signature and Date:	Observer's Signature and Date:						
Olesva BRAZNIKOVA	_						

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To: All Faculty and Staff ~ Freddie Ann BUSH

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Caryn T. Davis, Dean of Academic Affairs

Department Chairs

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Thank you

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

English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Freddie Ann B(USH	
		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

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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 with each other.	in active communication						
Allowed wait-time for question r	esponses.						
Involved several students in each							
Arranged classroom effectively t communication with each other (teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	rly to students, including						
Collected homework and provide	ed feedback.						
			1	1	ı	ı	
INSTRUCTOR-STUDE INTERACTION	<u>NT</u>	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher tive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	S						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	·k.						
Determined when students were	confused						
Helped students who needed assi them with the "answers."	stance but did not provide						
Provided students with positive f	eedback eedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:			Γ	Date			
Observer's Signature:	Freddie Ann BUSH)ate:	·		ner sine-

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

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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION 1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.						
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:						
E I M I C . ID.						
Faculty Member's Signature and Date:	n DIIC	 U				
r readle At						

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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

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

Spanish-American Institute

English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Eligio CASTI	LLO	
		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	•	Lu ch		6	5	5	5	1	
			6	20	CIT	CIT	10	10	3	3	4	

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
		1	1	1		1
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 ac with each other.	tive communication						
Allowed wait-time for question respon	ises.						
Involved several students in each que							
Arranged classroom effectively to end communication with each other (not f teacher).	ourage student						
Used blackboard sparingly, if at all.							
Involved everyone in the class.							
Communicated expectations clearly to participation levels.	o students, including						
Collected homework and provided fee	edback.						
			1	1	1	1	,
INSTRUCTOR-STUDENT INTERACTION		1	2	3	4	5	NA/NO
Created a student-centered classroom centered one. (In a student-centered classifacilitates learning through the use of active to requires student engagement with each other	room, the teacher eaching strategies that						
Addressed students by name							
Required students to engage in answer questions. (Did not allow student questions from the lesson.)	C						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student work.							
Determined when students were confi	ısed						
Helped students who needed assistant them with the "answers."	ce but did not provide						
Provided students with positive feedb	ack						
Held students' attention.							
SUMMARY and RECOMM	ENDATIONS:						
Faculty Member's Signature:			D	ate			
<u></u>	io CASTILLO)ate:			

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			5	5	5	1	
			6	20	ch	ch	10	10	3	3	4	

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed NA/NO CONTENT Used content from the textbook unit and content appropriate to the syllabus. Incorporated unit's application objectives. Incorporated "Critical Thinking" activity (or equivalent if not using DDC text). Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated final project development. 1 2 3 4 5 NA/NO ORGANIZATION and INSTRUCTION Demonstrated evidence of lesson planning consistent with the syllabus and with student needs Facilitated student learning instead of giving students the answers. Engaged students in reading for comprehension. Engaged students in paraphrasing (explaining textbook sections orally and/or in writing). Engaged students in summarizing directions orally and/or in writing. Engaged students in writing 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 speaking 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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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

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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

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

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 10	1 10	9	M gt 25	4 7	Free	Free	3 8	Mgt 3				

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
	1	1				П
INSTRUCTOR-STUDENT INTERACTION	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:		Γ	Date			
Ana Margarita DIAZ Observer's Signature:)ate:			

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	9	M gt 25	4 7	Free	Free	3 8	Mgt 3				

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated "Critical Thinking" activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence <u>of 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 reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT INTERACTION	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 Marg						

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To: All Faculty and Staff ~ Gladys DIAZ

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

Spanish-American Institute English Class Teaching Observation

Spring 2013

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	Tmt 20	1 8	2	Free	Tmt 20							
3	20	0	7		20	20	3					

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
INSTRUCTOR-STUDENT INTERACTION	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:		I	Date			
Gladys DIAZ Observer's Signature:)ate:			an an

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	Tmt	1	2	Free	Tmt	Tmt	1					
Lit	20	8	4		20	20	5					
3												

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated "Critical Thinking" activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence of lesson planning consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT INTERACTION	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 DI						

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To: All Faculty and Staff ~ ||iyana DIMITROVA

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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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

Spanish-American Institute English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Iliyana DIMITR	OVA	
		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 7	E LIT 4	1 10	9	3 9	5 9

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
INSTRUCTOR-STUDENT INTERACTION	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:		I	 Date			
Observer's Signature:		[)ate:			mar manar

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 7	E LIT 4	1 10	9	3 9	5 9

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated "Critical Thinking" activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence <u>of 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 reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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 DI						
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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

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

Spanish-American Institute

English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member: Leonila DOLIN	IA	
	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								

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good						
Practice in ESL Teaching.						
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.						
	1 4	T	1 _			1 274 570
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 with each other.	in active communication						
Allowed wait-time for question r	responses.						
Involved several students in each	_						
Arranged classroom effectively t communication with each other teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	arly to students, including						
Collected homework and provide	ed feedback.						
			T		T	1	T
INSTRUCTOR-STUDE INTERACTION	<u>NT</u>	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher ctive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	<u> </u>						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	·k.						
Determined when students were	confused						
Helped students who needed assitted them with the "answers."	stance but did not provide						
Provided students with positive f	feedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:	Leonila DOLINA		Г	Date			
Observer's Signature:			[)ate:		an asan asan asan asan a	

rev. 20110901, 201304

Faculty Member: Leonila DOI	INA
	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 NA/NO CONTENT Used content from the textbook unit and content appropriate to the syllabus. Incorporated unit's application objectives. Incorporated "Critical Thinking" activity (or equivalent if not using DDC text). Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated final project development. 1 2 3 4 5 NA/NO ORGANIZATION and INSTRUCTION Demonstrated evidence of lesson planning consistent with the syllabus and with student needs Facilitated student learning instead of giving students the answers. Engaged students in reading for comprehension. Engaged students in paraphrasing (explaining textbook sections orally and/or in writing). Engaged students in summarizing directions orally and/or in writing. Engaged students in writing 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 speaking 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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:						

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Leonila DOLINA

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 ~ 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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Thank you

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Spanish-American Institute

English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Loreen DOLIN	IA 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			

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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 with each other.	in active communication						
Allowed wait-time for question r	esnonses.						
Involved several students in each							
Arranged classroom effectively t communication with each other (teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	rly to students, including						
Collected homework and provide	ed feedback.						
				1		ı	1
INSTRUCTOR-STUDE INTERACTION	<u>NT</u>	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	S						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	·k.						
Determined when students were	confused						
Helped students who needed assi them with the "answers."	stance but did not provide						
Provided students with positive f	eedback eedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:			 Г	 Date			
	K						
Observer's Signature:			L	/ate:			

rev. 20110901, 201304

Faculty Member: Loreen DOLINA RU	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			

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

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

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SPAMISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ | ya GOGIN

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 Teaching Observation

Spring 2013

revised 201304

Faculty Mer	nber:	llya	GO	GIN									
					С	ourse &	& Time	:		ESL			
Observation	Date:				N	umber	of Stud	lents P	resent:				
Observer:					0	bserve	r's Sign	ature:					
			I								1	1	1

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									

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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 with each other.	in active communication						
Allowed wait-time for question r	esponses.						
Involved several students in each	-						
Arranged classroom effectively t communication with each other (teacher).	0						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	rly to students, including						
Collected homework and provide	ed feedback.						
				1			
INSTRUCTOR-STUDE INTERACTION	<u>.NT</u>	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher tive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	<u> </u>						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	k.						
Determined when students were	confused						
Helped students who needed assi them with the "answers."	stance but did not provide						
Provided students with positive f	eedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:			Γ	ate			
, 5,,, 103	Ilya GOGIN						
Observer's Signature:			[)ate:			

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

Ilya GOGIN

Faculty Member's Signature and Date: _

SPAMISH-AMERICAN INSTITUTE

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Caryn T. Davis, Dean of Academic Affairs

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Thank you

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

English Class Teaching Observation

Spring 2013

revised 201304

														Teviseu 2
Faculty Me	mber:	Ar	igie G	ON	1EZ	7								
						Course	& Time	:		ESL				
Observation	n Date:					Number	of Stud	dents P	resent:	1				
Observer:						Observe	r's Sigr	nature:						
-														
	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	Acct	Н	ACC									
	0.30	Office		S	ACC	Γ								
	3pm		20	20	20									
Rating Scale:	1=unsati	sfactory, 2=	needs imp	orovem	ent, 3=	satisfactory	y, 4=very	good, 5=	excellent	t, NA/NO	-not appl	icable or	not obser	ved
CONTE	- A (1	1 2		· ·	4	-	NIA/NIC
CONTENT							1	2	3	,	4	5	NA/NC	
Used content appropriate to the syllabus and the assistextbook according to the Institute's Standards of God					_	-								
Practice in			Institute	's Sta	ndara	ts of Goo	od							
Used conte			to the le	sson.										
Used conte														
Related ma														
Demonstra					ter.									
Explained	items c	learly an	d effecti	vely.										
Assigned a	ppropr	iate hom	ework.											
										<u>'</u>				1
<u>ORGAN</u>	<u>IIZAT</u>	ION an	d1N5	<u> FRU</u>	CT	<u>on</u>		1	2		3	4	5	NA/N
Explained														
Demonstra														
Engaged class in holistic writing activities.														
Engaged c														
Engaged c														
Engaged c			eaking	activi	ties.									
Used effect														
Used activ	e learni	ng strate	gies											

Used varied teaching strategies

Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate

Used class time effectively

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.						
INSTRUCTOR-STUDENT INTERACTION	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: Angie GOMEZ		I	Date			
Angie GOMEZ Observer's Signature:)ate:			and all and a

rev. 20110901, 201304

Faculty Member: Angle 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								

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated "Critical Thinking" activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence of lesson planning consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in reading for comprehension.						
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).						
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Moved around the classroom and <u>observed each student's work</u> at least once each class period.						
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SUMMARY and RECOMMENDATIONS:						
Observer's Signature and Date:						
Faculty Member's Signature and Date: Angie GOI						

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Spring 2013

revised 201304

Faculty Member:	rtad GRAJO	
	Course & Time:	ESL
Observation Date:	Number of Students Pro	esent:
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

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
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Used active learning strategies						
Used varied teaching strategies						
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Kept teacher's "voice" to a minimum so that the primary						

speakers were students engaged in with each other.	active communication							
Allowed wait-time for question resp	oonses.							
Involved several students in each q								
Arranged classroom effectively to e communication with each other (no teacher).	encourage student							
Used blackboard sparingly, if at all	•							
Involved everyone in the class.								
Communicated expectations clearly participation levels.	y to students, including							
Collected homework and provided	feedback.							
				•				1
INSTRUCTOR-STUDEN INTERACTION	Ι	1	2	3	4	5	NA/NO	
Created a student-centered classrocentered one. (In a student-centered classical facilitates learning through the use of active requires student engagement with each other.)	nssroom, the teacher e teaching strategies that							
Addressed students by name								
Required students to engage in ans questions. (Did not allow student question from the lesson.)	U							
Encouraged student interaction.								
Moved around the classroom.								
Observed individual student work.								
Determined when students were co	nfused							1
Helped students who needed assistathem with the "answers."	nnce but did not provide							
Provided students with positive fee	dback							
Held students' attention.								
SUMMARY and RECOM	MENDATIONS:							
Faculty Member's Signature: _	ibertad GRAJO		I	Oate				
)ate:				

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

Libertad GRAJO

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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

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 Teaching Observation

Spring 2013

revised 201304

Faculty Member	: Ya	ana KI	RYE	YEVA	4					
				Cours	se & Time	e:		ESL		
Observation Dat	e:			Numb	er of Stu	dents P	resent:			
Observer:				Obser	ver's Sig	nature:				
									1	1

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								

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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 with each other.	in active communication						
Allowed wait-time for question r	esponses.						
Involved several students in each							
Arranged classroom effectively t communication with each other (teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	rly to students, including						
Collected homework and provide	ed feedback.						
			1	ı	1	ı	1
INSTRUCTOR-STUDE INTERACTION	<u>NT</u>	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of acrequires student engagement with each	classroom, the teacher tive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	0						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	k.						
Determined when students were	confused						
Helped students who needed assi them with the "answers."	stance but did not provide						
Provided students with positive f	eedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:			I	 Date			
	Yana KIRYEYEVA						_
Observer's Signature:			[)ate:			

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

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Yana KIRYEYEVA

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To: All Faculty and Staff ~ First NAME | ast NAME

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

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

English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	First NAME L	ast 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	11:0 5	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

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.						
			1 -	1 .		1
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						

			1	_		_	1
with each other.							
Allowed wait-time for question i	responses.						
Involved several students in each	n question.						
Arranged classroom effectively communication with each other teacher).							
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	arly to students, including						
Collected homework and provid	ed feedback.						
			1	1	1		
INSTRUCTOR-STUDE INTERACTION	ENT	1	2	3	4	5	NA/NO
Created a student-centered class	sroom, not a teacher-						
centered one. (In a student-centered facilitates learning through the use of a requires student engagement with each	ctive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student qu from the lesson.)	0						
Encouraged student interaction							
Moved around the classroom.							
Observed individual student wo	rk.						
Determined when students were	confused						
Helped students who needed ass them with the "answers."	istance but did not provide						
Provided students with positive	feedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature			I	Oate			
Observer's Signature:	First NAME Last NAME		[)ate:			

rev. 20110901, 201304

Faculty Member: First NAME Last NA	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	11:0 5	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated "Critical Thinking" activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence <u>of 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 reading for comprehension.						
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 observed each student's work						

at least once each class period.						
Kept daily or weekly written summaries of each <u>student's</u> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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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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.

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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 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	PC 20	PC/T	P C/ Kb	Duty 20	Free	Free	Duty 20	FRE E	Duty 20	4		
20	2	20	Kb 20	20			20		2	•		

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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						

		1	1	1	1	
understanding of the question.)		 	<u> </u>			
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.						
		_				
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:		I	Oate			
Erlinda MANLICLIC						
Observer's Signature:)ate:			Manager Measure

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/		PC/T			Free	Free	Duty	FRE	Duty	4		
20	20	20	C/ Kb 20	20			20	Ц	20	4		

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence <u>of 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.						

1	2	3	4	5	NA/NO
1	<u> </u>				
1	<u> </u>				

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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

Classroom Observations

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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 Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Melvin MARC(15	
		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						

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
	1	1	1			1
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.)						

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.						
	1	1	1	1	ı	1
INSTRUCTOR-STUDENT INTERACTION	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:		I	Date			
Melvin MARCUS Observer's Signature:)ate:			

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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 NA/NO CONTENT Used content from the textbook unit and content appropriate to the syllabus. Incorporated unit's application objectives. Incorporated "Critical Thinking" activity (or equivalent if not using DDC text). Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated final project development. 1 2 3 4 5 NA/NO ORGANIZATION and INSTRUCTION Demonstrated evidence of lesson planning consistent with the syllabus and with student needs Facilitated student learning instead of giving students the answers. Engaged students in reading for comprehension. Engaged students in paraphrasing (explaining textbook sections orally and/or in writing). Engaged students in summarizing directions orally and/or in writing. Engaged students in writing 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 speaking 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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:						
Case ver a Signature and Pate.						
Faculty Member's Signature and Date:						

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Melvin MARCUS

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To: All Faculty and Staff ~ Zoryana MATIYCHYK

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Caryn T. Davis, Dean of Academic Affairs

Department Chairs

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Date: April 2013

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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 Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Zoryana MATI	YCHYK	
		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								

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
		1	1	1		
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 with each other.	in active communication						
Allowed wait-time for question r	esponses.						
Involved several students in each							
Arranged classroom effectively t communication with each other (teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	rly to students, including						
Collected homework and provide	ed feedback.						
			1	1	ı	ı	1
INSTRUCTOR-STUDE INTERACTION	<u>NT</u>	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher tive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	9						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	·k.						
Determined when students were	confused						
Helped students who needed assi them with the "answers."	stance but did not provide						
Provided students with positive f	eedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:			I	 Date			
	Zoryana MATIYCHYK						
Observer's Signature:)ate:			

rev. 20110901, 201304

Faculty Member: Zoryana MATIYCH	/K
	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 NA/NO CONTENT Used content from the textbook unit and content appropriate to the syllabus. Incorporated unit's application objectives. Incorporated "Critical Thinking" activity (or equivalent if not using DDC text). Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated final project development. 1 2 3 4 5 NA/NO ORGANIZATION and INSTRUCTION Demonstrated evidence of lesson planning consistent with the syllabus and with student needs Facilitated student learning instead of giving students the answers. Engaged students in reading for comprehension. Engaged students in paraphrasing (explaining textbook sections orally and/or in writing). Engaged students in summarizing directions orally and/or in writing. Engaged students in writing 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 speaking 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 student's academic progress.						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	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 M						

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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

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

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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 Teaching Observation

Spring 2013

revised 201304

						Course	& Time	:		ESL			
Observation	Date:					Number	of Stu	dents P	resent:				
Observer:						Observer's Signature:							
							1	1					
	9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24
						TOE	TOE	BE	lunc	4	Toef	Toef	6
						6	6	12	h	6	- 1	I	6
											6	6	

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
INSTRUCTOR-STUDENT INTERACTION	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 Mambaria Signatura		т				
Faculty Member's Signature: Semen MERE-MERE		1	<i>y</i> ate			
Observer's Signature:)ate:			

rev. 20110901, 201304

Faculty Member: Semen MERE-MER	E
	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	TOE	BE	lunc	4	Toef	Toef	6
					6	6	12	n	6			6
										6	6	

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated <u>final project</u> development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence of lesson planning consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	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 Mi						

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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.

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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

Spanish-American Institute English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	nrique NIBEYRO)	
	Cours	se & Time:	ESL
Observation Date:	Numb	per of Students Present:	
Observer:	Obser	rver'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			11.7	KT

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
	1	1	1	1	1	
INSTRUCTOR-STUDENT INTERACTION	1	2	3	4	5	NA/NO
Created a student-centered classroom, not a teacher-		1				
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:		T	 Date			
Enrique NIBEYRO						
Observer's Signature:		[)ate:			

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		ch air 20			PC 20		PC 20			/L/T	KT

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated "Critical Thinking" activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence <u>of 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 reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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 N						

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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

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Thank you

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

English Class Teaching Observation

Spring 2013

revised 201304

				_										1011300 21
Faculty Mem	ber:	Vic	enta (DRT	ΓZ									
						Course	& Time	:		ESL				
Observation	Date:					Number	of Stud	lents P	resent:					
Observer:						Observe	r's Sign	ature:						
-					ļ-					•	•			
	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							
<u>=</u>														=
Rating Scale: 1	=unsati	sfactory, 2=	needs imp	provem	ent, 3=	satisfactory	, 4=very	good, 5=	excellent	, NA/NO	not appli	icable or	not obser	ved
CONTE	NT							1	2	3		4	5	NA/NO
Used conten		onriate t	o the sv	llahus	s and	the assio	ned							
textbook acc														
Practice in I	ESL Te	eaching.												
Used conten	t appr	opriate t	o the les	sson.										
Used conten	t appr	opriate t	o the cla	ass.										
Related mat	terial t	o prior k	nowled	ge.										
Demonstrat	ed con	nmand o	f subjec	t matt	ter.									
Explained it	tems cl	learly an	d effecti	vely.										
Assigned ap	propr	iate hom	ework.											
05644		-1	114 1 65			<u> </u>			1 2	1 4	. 1	4 1		NIA (NIC
<u>ORGANI</u>						<u>ON</u>		1	2	3	,	4	5	NA/NC
Explained p														
Demonstrat														
Engaged cla														
Engaged cla	ss in h	olistic re	ading a	ctiviti	es.									
Engaged cla	ss in h	olistic lis	stening a	activit	ies.									
Engaged cla	ss in h	olistic sp	eaking	activi	ties.									
Used effective	ve trai	nsitions												
Used active	learni	ng strate	gies											
Used varied	teachi	ing strate	egies											

Used class time effectively

understanding of the question.)

Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate

Kept teacher's "voice" to a minimum so that the primary

speakers were students engaged with each other.	in active communication						
Allowed wait-time for question r	esponses.						
Involved several students in each	question.						
Arranged classroom effectively t communication with each other (teacher).							
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	rly to students, including						
Collected homework and provide	ed feedback.						
			T	ı	1	T	T
INSTRUCTOR-STUDE INTERACTION	<u>NT</u>	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher tive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	<u> </u>						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	k.						
Determined when students were	confused						
Helped students who needed assi them with the "answers."	stance but did not provide						
Provided students with positive f	eedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:			Г	Date			
	Vicenta ORTIZ						
Observer's Signature:			[)ate:			

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

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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

Spanish-American Institute English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Nori PANGAN	NIBAN	
		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	EHS 5	oir	AR W 14	6 9	6 9						

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
	1	1	1	1	1	1
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 primar 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.	ng					
Collected homework and provided feedback.						
	T					
INSTRUCTOR-STUDENT INTERACTION	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 awa from the lesson.)	ay					
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not prov them with the "answers."	ide					
Provided students with positive feedback						
Held students' attention.						
SUMMARY and RECOMMENDATION.	S: 					
Faculty Member's Signature:			Date			
Nori PANGANIBAN						
Observer's Signature:			Date:			

rev. 20110901, 201304

Faculty Member: Nori PANGANIBA	N
	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		oir	AR W 14	6 9	6 0						

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed NA/NO CONTENT Used content from the textbook unit and content appropriate to the syllabus. Incorporated unit's application objectives. Incorporated "Critical Thinking" activity (or equivalent if not using DDC text). Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated final project development. 1 2 3 NA/NO 4 5 ORGANIZATION and INSTRUCTION Demonstrated evidence of lesson planning consistent with the syllabus and with student needs Facilitated student learning instead of giving students the answers. Engaged students in reading for comprehension. Engaged students in paraphrasing (explaining textbook sections orally and/or in writing). Engaged students in summarizing directions orally and/or in writing. Engaged students in writing 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 speaking 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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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 PAN	GANIB	AN				

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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

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 Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Emiliano RAM(05	
		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

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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 with each other.	in active communication						
Allowed wait-time for question r	esponses.						
Involved several students in each	-						
Arranged classroom effectively t communication with each other teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	arly to students, including						
Collected homework and provide	ed feedback.						
INSTRUCTOR-STUDE INTERACTION	NT	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of acrequires student engagement with each	classroom, the teacher ctive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	<u> </u>						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	·k.						
Determined when students were	confused						
Helped students who needed assitted them with the "answers."	stance but did not provide						
Provided students with positive f	eedback eedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:	Emiliano RAMOS		I	Oate			
Observer's Signature:)ate:			

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

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To: All Faculty and Staff ~ |velisse RYMER

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 Teaching Observation

Spring 2013

revised 201304

						Course o	& Time	:		ESL				
Observatio	n Date:					Number	of Stu	dents P	resent:					
Observer:						Observe	r's Sigi	nature:						
	9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24]
				12 no	offic		Offie	offic e	offic e	Acct 20	Offic e		Offc e	_
Rating Scale:	1=unsati	sfactory, 2=	needs imp	orovem	ent, 3=s	atisfactory	, 4=very	good, 5=	excellent,	NA/NO-	not appli	cable or 1	not observ	<u> </u> ved
CONTE	FNT							1	2	3		4	5	NA/NO

textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
				1	ı	·
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 acti with each other.	ive communication						
Allowed wait-time for question respon	ses.						
Involved several students in each quest							
Arranged classroom effectively to enco communication with each other (not fr teacher).	ourage student						
Used blackboard sparingly, if at all.							
Involved everyone in the class.							
Communicated expectations clearly to participation levels.	students, including						
Collected homework and provided feed	dback.						
INSTRUCTOR-STUDENT		1	2	3	4	5	NA/NO
INTERACTION							
Created a student-centered classroom, centered one. (In a student-centered classrofacilitates learning through the use of active tear requires student engagement with each other.)	oom, the teacher aching strategies that						
Addressed students by name							
Required students to engage in answer questions. (Did not allow student questions from the lesson.)	C						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student work.							
Determined when students were confu	sed						
Helped students who needed assistance them with the "answers."	e but did not provide						
Provided students with positive feedba	ck						
Held students' attention.							
SUMMARY and RECOMME	ENDATIONS:						
Faculty Member's Signature:			D	ate			
	sse RYMER	-)ate:			ari manar

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 no on	offic e	Offie	Offie	offic e	offic e	Acct 20	Offic e		Offc e

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated <u>final project</u> development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence of lesson planning consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:						

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Ivelisse RYMER

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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

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

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	С		_	_						
20	20	20	20	20	20	20	20					

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
INSTRUCTOR-STUDENT INTERACTION	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:		I	Oate			
Mark Schwenke Observer's Signature:)ate:			man manon

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	РС	РС			Duty	Duty	PC					
20	20	20	C 20	20	20	20	20					

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence <u>of 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 reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT INTERACTION	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 Schw						

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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

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 Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Alumna TULD	ANES	
		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

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
	1		1 -	1 .		T
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 with each other.	in active communication						
Allowed wait-time for question r	esponses.						
Involved several students in each	_						
Arranged classroom effectively t communication with each other (teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	rly to students, including						
Collected homework and provide	ed feedback.						
INSTRUCTOR-STUDE INTERACTION	<u>NT</u>	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher tive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	_						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	·k.						
Determined when students were	confused						
Helped students who needed assi them with the "answers."	stance but did not provide						
Provided students with positive f	eedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:			I	 Date			
Observer's Signature:		I)ate:				

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

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Caryn T. Davis, Dean of Academic Affairs

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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 Teaching Observation

Spring 2013

revised 201304

Faculty Me	mber:	Si	ikhrob	UL	MA	501	\checkmark								
					(Course	& Time	:		ESL					
Observation	n Date:]	Number of Students Present:									
Observer:					(Observe	er's Sign	ature:							
			· · · · · ·			T			Τ_					٦	
	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	1	
Used conte textbook a Practice in	ent appi ccordin	g to the leaching.	Institute	's Sta				1	2	3		4	5	NA/NO	
Used conte		_													
Used conte		_													
Related management		-			tom										
Explained					ter.										
Assigned a				very.											
1155181104 4	·PP· ·P·	1400 110111													
ORGAN	NZAT	10N an	dINS	TRU	ICTI	<u>NC</u>		1	2	3	,	4	5	NA/NC	
Explained	purpos	e of lesso	n clearl	y .											
Demonstra	ated evi	dence of	lesson p	lanni	ng.		T								

speakers were students engaged in active of with each other.	communication						
Allowed wait-time for question responses.							
Involved several students in each question							
Arranged classroom effectively to encoura communication with each other (not from teacher).	ige student						
Used blackboard sparingly, if at all.							
Involved everyone in the class.							
Communicated expectations clearly to stuparticipation levels.	dents, including						
Collected homework and provided feedba	ck.						
INCTRACTOR CTARENT		1	2	3	4	5	NA/NO
INSTRUCTOR-STUDENT INTERACTION		1			4	3	NA/NO
Created a student-centered classroom, not centered one. (In a student-centered classroom, facilitates learning through the use of active teachin requires student engagement with each other.)	the teacher						
Addressed students by name							
Required students to engage in answering questions. (Did not allow student questions to diffrom the lesson.)							
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student work.							
Determined when students were confused							
Helped students who needed assistance butthem with the "answers."	t did not provide						
Provided students with positive feedback							
Held students' attention.							
SUMMARY and RECOMMEN	IDATIONS:						
Faculty Member's Signature:			D	ate			
	ULMASOV)ate:			an anao-

rev. 20110901, 201304

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

anot-for-profit, equal educational opportunity institution page6 of 312 pages L:\Classroom Teacher Observations Memo April 2013.doc

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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

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Thank you

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

English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member: Svetlana VEDERNIKOVA														
					(Course & Time: ESL								
Observation Date:					N	Number of Students Present:								
Observer: O						Observer's Signature:								
•	1				•	1	1				ı	1		
	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							

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

11 14

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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 with each other.	active communication						
Allowed wait-time for question re	sponses.						
Involved several students in each	question.						
Arranged classroom effectively to communication with each other (n teacher).	<u> </u>						
Used blackboard sparingly, if at a	ll .						
Involved everyone in the class.							
Communicated expectations clear participation levels.	ly to students, including						
Collected homework and provided	l feedback.						
			1	1			1
INSTRUCTOR-STUDEN INTERACTION	<u>NT</u>	1	2	3	4	5	NA/NO
Created a student-centered classro centered one. (In a student-centered of facilitates learning through the use of acti requires student engagement with each of	lassroom, the teacher ve teaching strategies that						
Addressed students by name							
Required students to engage in an questions. (Did not allow student quest from the lesson.)							
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student work	•						
Determined when students were c	onfused						
Helped students who needed assist them with the "answers."	tance but did not provide						
Provided students with positive fe	edback						
Held students' attention.							
SUMMARY and RECON	IMENDATIONS:						
Faculty Member's Signature:			Σ)ate			
	Svetlana VEDERNIKOVA)ate:			

rev. 20110901, 201304

Faculty Member: Svetlana VEDERNIK	COVA
	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 NA/NO CONTENT Used content from the textbook unit and content appropriate to the syllabus. Incorporated unit's application objectives. Incorporated "Critical Thinking" activity (or equivalent if not using DDC text). Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated final project development. 1 2 3 4 5 NA/NO ORGANIZATION and INSTRUCTION Demonstrated evidence of lesson planning consistent with the syllabus and with student needs Facilitated student learning instead of giving students the answers. Engaged students in reading for comprehension. Engaged students in paraphrasing (explaining textbook sections orally and/or in writing). Engaged students in summarizing directions orally and/or in writing. Engaged students in writing 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 speaking 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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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 V						
Svetiana v	LIVIVI	1112O A E	3			

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To: All Faculty and Staff ~ First NAME | ast 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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Thank you

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

English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	First NAME L	ast 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	11:0 5	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

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.						
			1 -	1 .		1
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.						
INSTRUCTOR-STUDENT INTERACTION	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:		I	Date			
Observer's Signature:)ate:			

rev. 20110901, 201304

Faculty Member: First NAME Last NA	ME
	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	11:0 5	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" 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 final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence <u>of lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student learning instead of giving students the answers.						
Engaged students in reading for comprehension.						
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 observed each student's work						
	1		1	1	1	_1

at least once each class period.						
Kept daily or weekly written summaries of each <u>student's</u> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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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To: All Faculty and Staff ~ First NAME | ast NAME

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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Thank you

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English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	First NAME L	ast 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	11:0 5	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

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.						
			1 -	1 .		1
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.						
INSTRUCTOR-STUDENT INTERACTION	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:		I	Date			
Observer's Signature:)ate:			

rev. 20110901, 201304

Faculty Member: First NAME Last NA	ME
	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	11:0 5	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" 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 final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence <u>of lesson planning</u> consistent with the syllabus and with student needs						
Facilitated student learning instead of giving students the answers.						
Engaged students in reading for comprehension.						
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 observed each student's work						
	1		1	1	1	_1

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

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 ~ Rasha ABD EL RASOL

From: Dante V. Ferraro, President

Caryn T. Davis, Dean of Academic Affairs

Department Chairs

Re: Classroom Observations

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Thank you

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

English Class Teaching Observation

Spring 2013

revised 201304

Faculty Memb	ber:	Ra	sha A	BD	E	RAS	50L							
						Course	& Time	:		ESL				
Observation I	Date:					Number	of Stud	dents P	resent:					
Observer:						Observe	r's Sigr	nature:						
						0.0001.0	2 0 0-8-							
Ç	9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24	
									5- 9:14	Offic e	Offic e	Offic e	Offc	
Rating Scale: 1=		sfactory, 2=	needs imp	provem	ent, 3=	satisfactory=	, 4=very							
CONTE	VT							1	2	3		4	5	NA/NO
Used content textbook acc Practice in E Used content Used content	ording SL Te t appr	g to the leaching.	Institute to the les	's Sta										
Related mate														
Demonstrate					er.									
Explained ite														
Assigned app														
ORGANIZ	ZAT	10N an	dINS	FRU	CT	<u> 10n</u>		1	2	3	3	4	5	NA/N(
Explained pu	urpose	e of lesso	n clearl	y .										
Demonstrate	ed evid	dence of	lesson p	lanniı	ng.									
Engaged clas														
Engaged class														
Engaged clas														
Engaged class			eaking	activi	ties.									
Used effectiv			•											
Used active l														
Used varied			egies											
Used class tin														
Discouraged instead of encourunderstanding of	raging i	full sentenc					ers							
Kept teacher speakers wer														

with each other.							
Allowed wait-time for question respons	es.						
Involved several students in each questi	ion.						
Arranged classroom effectively to encor communication with each other (not fro teacher).							
Used blackboard sparingly, if at all.							
Involved everyone in the class.							
Communicated expectations clearly to sparticipation levels.	students, including						
Collected homework and provided feed	back.						
				ı	1		
INSTRUCTOR-STUDENT INTERACTION		1	2	3	4	5	NA/NO
Created a student-centered classroom,	not a teacher-						
centered one. (In a student-centered classroof facilitates learning through the use of active teach requires student engagement with each other.)	*						
Addressed students by name							
Required students to engage in answeri questions. (Did not allow student questions to from the lesson.)	-						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student work.							
Determined when students were confus	ed						
Helped students who needed assistance them with the "answers."	but did not provide						
Provided students with positive feedbac	ek						
Held students' attention.							
SUMMARY and RECOMME	ENDATIONS:						
Faculty Member's Signature:			 D	 Date			
Rasha	ABD EL RASOL						
			L	, a.c.			-

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Faculty Mo	ember:	Rash	na AB	D I	ELF	RAS	OL							
							Course	& Tim	e:					
Observatio	n Date:						Numbe	r of Stu	ıdents I	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-	Offic	Offic	Offic	Offc	
									9:14	е	e	е		
														╛
Rating Scale:		actory, 2=n	eds impro	vement	, 3=satisf	actory, 4	every good	, 5=excelle	ent, NA/NO	O-not app	- 1	not obser	ved 5	NA/NO
Used conten		ho toytho	ok unit o	nd oo	ntont o	nnronr	ioto to					7		1111110
the syllabus		ne textioo	ok umi a	nu coi	ntent a	ippropri	iate to							
Incorporate	d unit's	<u>application</u>	on object	<u>ives</u> .										
Incorporate using DDC		cal Think	<u>ing</u> '' acti	vity (or equiv	valent if	not							
Incorporate using DDC	d " <u>On Y</u>						ot							
Incorporate using DDC	d " <u>Onli</u>	ne Resour	ces" rese	earch	or equ	ivalent	if not							
Incorporate					i sy mas	u 5) •								
ORGAN	IIZAT	10N an	dINS	TRU	ICTI	<u>NC</u>		1	2	3	3	4	5	NA/NO
Demonstrat syllabus and				ning c	onsiste	nt with	the							
Facilitated s				givin	g stude	nts the								
Engaged stu	dents in	reading	for comp	rehen	sion.									
Engaged stu			asing (ex	plaini	ng text	book se	ctions							
Engaged stu writing.			izing dir	ection	s orally	and/or	in							
Engaged stu "On Your C	Engaged students in <u>writing</u> activity connected with dev "On Your Own" activity and individual projects (or equ													
Engaged stu	if not using DDC text as required by textbook and sylla Engaged students in <u>speaking</u> activity connected with d "On Your Own" activity and individual projects (or eq if not using DDC text as required by textbook and sylla													
Determined						J	- /							

Encouraged student questions.

Moved around the classroom and observed each student's work

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

Faculty Member's Signature and Date: _	Rasha ABD EL RASOL	-
Observer's Signature and Date:		
SUMMARY and RECOMMENDA	ATIONS:	

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To: All Faculty and Staff ~ Drissa COMPAORE

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 Teaching Observation

Spring 2013

														revised 20
Faculty Me	mber:	Dr	issa (ON	MPA	ORE	.							
						Course d	& Time	2:		ESL				
Observation	n Date:				1	Number	of Stu	dents P	resent:					
Observer:						Observe	r's Sig	nature:						
	9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24	
						1								
					1			1 hr	offic	offic	offic		Offic	
					pm			lunc h	е	е	е	е	е	
														<u> </u>
Rating Scale:	1=unsati	sfactory, 2=	=needs imp	orovem	ent, 3=s	atisfactory	, 4=very	good, 5=	excellent,	NA/NO-	not appli	cable or i	not observ	red
									1			1		
CONTE								1	2	3		4	5	NA/NO
Used conte														
textbook a Practice in			Institute	's Sta	ndard	s of Goo	d							
Used conte			to the les	sson.										
Used conte														
Related m		-												
Demonstra					ter.									
Explained	items c	learly an	d effecti	vely.										
Assigned a	ppropr	iate hom	ework.											
									<u> </u>	,				
<u>ORGAN</u>					CTI	<u> </u>		1	2	3	•	4	5	NA/NO
Explained														
Demonstra					-									
Engaged c														
Engaged c														
Engaged c														
Engaged c			eaking	activi	ties.									
Used effec														
Used activ														
Used varie			egies											
Used class														
Discourage instead of end understanding	couraging	full sentence					ers							
Kept teach	ner's "v	oice" to a	minim	ım so	that t	he prim	ary							

speakers were students engaged in active communication with each other.	1					
Allowed wait-time for question responses.					1	
Involved several students in each question.					1	
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, includin participation levels.	g					
Collected homework and provided feedback.						
	1		1	1	1	
INSTRUCTOR-STUDENT INTERACTION	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 awa from the lesson.)	y					
Encouraged student interaction.						
Moved around the classroom.						
Observed individual student work.						
Determined when students were confused						
Helped students who needed assistance but did not provi them with the "answers."	de					
Provided students with positive feedback						
Held students' attention.						
SUMMARY and RECOMMENDATIONS	<u></u>					
Faculty Member's Signature:		I	Date			
Observer's Signature:)ate:			BA 2012-

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 lunc h	offic e		offic e	offic e	Offic e

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated <u>final project</u> development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence of lesson planning consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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

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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

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 Teaching Observation

Spring 2013

evised 201304

														Tevised 201.
Faculty Mei	mber:	Ca	iryn D	avis										
					(Course	& Time	:		ESL				
Observation	Date:				I	Number	of Stud	lents P	resent:					
Observer:					(Observe	r's Sign	nature:						
						_								_
	9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24	
														-
D-4: C1	1					-4:-C4	. 4	1 5	114	. NI A /NIO		1.1	4 _ 1	
Rating Scale:	1=unsau	Istactory, 2=	=neeas imp	rovem	ent, 3=s	anstactory	/, 4=very	gooa, 5=	excellent	, NA/NO	-пот аррп	icable or	not observ	ved
CONTE	ENT							1	2	3	}	4	5	NA/NO
Used conte		_	•			_	-							
textbook a Practice in			Institute	's Sta	ındardı	s of Goo	d							
Used conte			o the le	sson.										
Used conte		=												
Related ma														
Demonstra					ter.									
Explained														
Assigned a	ppropr	iate hom	ework.											
										<u> </u>				
ORGAN					ICTI(<u> </u>		1	2	3	3	4	5	NA/NO
Explained														
Demonstra														
Engaged cl														
Engaged cl														
Engaged cl														
Engaged cl Used effect		_	beaking	activi	ties.									
Used active			giog						+					
Used varie														
Used class			egies											
Discourage			Sitting=acc	centino	little bi	ts of answ	ers							
instead of enc understanding	ouraging	full sentence					CIS							
Kept teach speakers w with each o	ere stu													

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.						
		T	T	T	1	T
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:		I	 Date			
Caryn Davis			-			
Observer's Signature:		[)ate:		~~~~	

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

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

Caryn Davis	
Faculty Member's Signature and Date:	
Observer's Signature and Date:	
SUMMANT and NECOMMENDATIONS:	

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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

Classroom Observations

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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 Teaching Observation

Spring 2013

														revised 20
Faculty Me	mber:	Di	lyara [EN(GUI	ATO		١						
						Course	& Time	:		ESL				
Observation	n Date:					Number	of Stu	dents P	resent:					
Observer:						Observe	r's Sigi	nature:						
	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						
					13		13							
Rating Scale:	1=unsati	sfactory, 2=	=needs imp	orovem	ent, 3=s	satisfactory	, 4=very	good, 5=	excellent	, NA/NO	-not appl	icable or	not obser	ved
CONTE	ENT							1	2	3	3	4	5	NA/NO
Used conte textbook a <i>Practice in</i>	ccordin	g to the l	•			_								
Used conte	ent appi	ropriate 1	to the le	sson.										
Used conte	nt appi	ropriate 1	to the cl	ass.										
Related ma	aterial t	to prior k	knowled	ge.										
Demonstra	ated con	nmand o	f subjec	t mat	ter.									
Explained	items c	learly an	d effecti	vely.										
Assigned a	ppropr	iate hom	ework.											
ORGAN	IIZAT	ION an	id INS	TRL	ICTI	<u>ON</u>		1	2	3	3	4	5	NA/NO
Explained	purpos	e of lesso	n clearl	y.										
Demonstra	ated evi	dence of	lesson p	lanni	ng.									
Engaged c	lass in l	nolistic w	riting a	ctiviti	es.									
Engaged c	lass in l	nolistic re	eading a	ctivit	ies.									
Engaged c	lass in l	nolistic li	stening	activi	ties.									
Engaged c	lass in l	nolistic sp	oeaking	activi	ities.									
Used effect	tive trai	nsitions												
Used activ	e learni	ng strate	egies											
Used varie	d teach	ing strat	egies											
Used class	time ef	fectively												
Discourage							ers							

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			1			
participation levels.						
Collected homework and provided feedback.						
	1 .	_				
INSTRUCTOR-STUDENT INTERACTION	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:		I	 Date			
Observer's Signature:)ate:		~ ===	

rev. 20110901, 201304

Faculty Member: Dilyara ENGULAT(OVA
	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					
				13	13	13	13					

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated "Critical Thinking" activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence of lesson planning consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT INTERACTION	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 EN						

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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

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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 Teaching Observation

Spring 2013

revised 201304

														revised 201
Faculty Me	mber:	Ar	ivar E	RG	ASI	HEV	•							
					(Course	& Time	2:		ESL				
Observation	n Date:				N	Number	of Stu	dents P	resent:					
Observer:					(Observe	r's Sig	nature:						
	9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24	
					4	_	_	-46:-						
					pm	5 pm	5 pm	offic e						
					Piii	Pili	Piii							
D : 0 1			, .		. 2		_			N. 4 N.O.				_
Rating Scale:	1=unsatı	sfactory, 2=	needs imp	orovem	nent, 3=sa	itisfactory	y, 4=very	good, 5=	excellent	, NA/NO	-not appl	icable or i	not obser	rved
CONTI	ENT							1	2	3		4	5	NA/NO
Used conte	ent appi	ropriate t	to the sy	llabu	s and t	he assig	gned							
textbook a		_	Institute	's Sta	ındards	of Goo	od							
Practice in			ko 4leo lo:	~~~										
Used conte														
Related m														
Demonstra		-			tor									
Explained														
Assigned a				· · · · ·										
Tibbigiica (-рргорг		CWOTE											
<u>ORGAN</u>	NZAT	10N an	dINS	TRL	ICTIO	<u>NC</u>		1	2	3	3	4	5	NA/NO
Explained	purpos	e of lesso	n clearl	y.										
Demonstr	ated evi	dence of	lesson p	lanni	ng.									
Engaged o	lass in l	nolistic w	riting a	ctiviti	ies.									
Engaged o	lass in l	nolistic re	eading a	ctivit	ies.									
Engaged o	lass in l	nolistic lis	stening a	activi	ties.									
Engaged o	lass in l	nolistic sp	eaking	activi	ities.									
Used effec	tive tra	nsitions												
Used activ	e learni	ng strate	gies											
Used varie	ed teach	ing strate	egies											
Used class	time ef	fectively												
Discourag instead of end							ers							

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 gravingly, if et all						
Used blackboard sparingly, if at all.					1	
Involved everyone in the class. Communicated expectations clearly to students, including participation levels.						
Collected homework and provided feedback.						
					1	<u>'</u>
INSTRUCTOR-STUDENT INTERACTION	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:		I	 Date			
Anvar ERGASHEV Observer's Signature:		[)ate:			

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		offic e					

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed NA/NO CONTENT Used content from the textbook unit and content appropriate to the syllabus. Incorporated unit's application objectives. Incorporated "Critical Thinking" activity (or equivalent if not using DDC text). Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated final project development. 1 2 3 4 5 NA/NO ORGANIZATION and INSTRUCTION Demonstrated evidence of lesson planning consistent with the syllabus and with student needs Facilitated student learning instead of giving students the answers. Engaged students in reading for comprehension. Engaged students in paraphrasing (explaining textbook sections orally and/or in writing). Engaged students in summarizing directions orally and/or in writing. Engaged students in writing 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 speaking 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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:						

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

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 Teaching Observation

Spring 2013

revised 201304

														Tevised 2013
Faculty Mer	mber:	C	nristian	GA	4LL	ARD	0							
					(Course d	& Time	:		ESL				
Observation	Date:				ľ	Number	of Stud	lents P	resent:					
Observer:					(Observe	r's Sign	ature:						
					Ļ									
	9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24	
	8:30 offic e	office	office	offi ce	Offic e	offic e	offic e							
Rating Scale:	1=unsati	sfactory, 2=	needs imp	orovem	ent, 3=sa	atisfactory	, 4=very	good, 5=	excellent	, NA/NO	-not appli	icable or 1	not obser	ved
CONTE	INT							1	2	3		4	5	NA/NO
Used conte textbook a Practice in	ccordin ESL Te	g to the leaching.	Institute	's Sta		_								
Used conte		-												
Used conte														
Related ma														
Demonstra					ter.									
Explained				very.										
Assigned a	ppropr	Tate nom	ework.											
ORGAN	IIZAT	ION an	dINS	TRU	ICTIO	<u>NC</u>		1	2	3	3	4	5	NA/NO
Explained	purpos	e of lesso	n clearly	y .										
Demonstra	ted evi	dence of	lesson p	lanni	ng.									
Engaged cl	lass in l	nolistic w	riting ac	tiviti	es.									
Engaged cl	lass in l	nolistic re	eading a	ctiviti	ies.									
Engaged cl	lass in l	nolistic lis	stening a	ectivi	ties.									
Engaged cl	lass in l	nolistic sp	eaking	activi	ties.									
Used effect	ive trai	nsitions												
Used active	e learni	ng strate	gies											
Used varie	d teach	ing strate	egies											
Used class	time ef	fectively												
Discourage instead of enc understanding	ouraging of the qu	full sentenduestion.)	ce response	es that	demonst	rate								
Kept teach	er's "v	oice" to a	ı minim	ım so	that t	he prim	ary							

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.						
					_	T
INSTRUCTOR-STUDENT INTERACTION	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:		I	Date			
Christian GALLARDO Observer's Signature:		[)ate:		-	

rev. 20110901, 201304

Faculty Member: Christian GALLARD	
	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 offic e	office	office	offi ce		offic e	offic e						

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence of lesson planning consistent with the syllabus and with student needs						
Facilitated student learning instead of giving students the answers.						
Engaged students in reading for comprehension.						
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 student's academic progress.						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT INTERACTION	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: Christian C						

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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 Teaching Observation

Spring 2013

revised 201304

														revised 20
Faculty Mem	ber:	Fra	ancina	Go	mez									
					(Course d	& Time	:		ESL				
Observation	Date:]	Number	of Stu	dents P	resent:					
Observer:					(Observe	r's Sigi	nature:						
					Ļ									
	9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24	
					book	bkst	bket	bkst						-
						ore	ore							
					stor e									
					C									_
Dating Casley 1		afaatami 2-	-noods ime		amt 2-a	atiafaataw	. 4	and 5-	ov oollont	NIA/NIO	not omnlå	ر ما ما ما ما	not obsom	wad
Rating Scale: 1		Stactory, 2-	-needs mi	noven	ieiii, 5–8	austaciory	7, 4-very		1			icable of	1	
CONTE	NT							1	2	3		4	5	NA/NO
Used conten		-				_	<i>'</i>							ı
textbook acc Practice in E			Institute	's Sta	ındard	s of Goo	d							ı
Used conten			o the les	sson.										<u> </u>
Used conten														. <u> </u>
Related mat														
Demonstrat					ter.									
Explained it														
Assigned ap														
	r -r													
<u>ORGANI</u>	ZAT	10N an	dINS	TRL	ICTI	<u>NC</u>		1	2	3	3	4	5	NA/NC
Explained p	urpos	e of lesso	n clearl	y.										
Demonstrat	ed evi	dence of	lesson p	lanni	ng.									
Engaged cla	ss in h	olistic w	riting ac	ctiviti	es.									
Engaged cla	ss in h	olistic re	ading a	ctivit	ies.									
Engaged cla	ss in h	olistic lis	stening a	activi	ties.									
Engaged cla	ss in h	olistic sp	eaking	activi	ities.									
Used effective	ve trai	nsitions												
Used active	learni	ng strate	gies											
Used varied	teach	ing strate	egies											
Used class ti	ime ef	fectively												

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.						
	1		T	T		
INSTRUCTOR-STUDENT INTERACTION	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:		I	 Date			
Observer's Signature:		[)ate:			

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 stor e	bkst ore							

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good	1	2	3	4	5	NA/NO
CONTLINE		_		•		1111/110
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated <u>final project</u> development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence <u>of 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 reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	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					

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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.

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 Teaching Observation

Spring 2013

revised 201304

Faculty Member: Lyudmila KLA	VSEN	
	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

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
		,		1	1	
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						

		1	1	1	1	
understanding of the question.)		-		<u> </u>		
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.						
				1		
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:		I	Date			
Lyudmila KLAVSEN						
Observer's Signature:)ate:			-

rev. 20110901, 201304

Faculty Member: Lyudm	íla KLAVSEN	
	Cour	rse & Time:
Observation Date:	Num	ber 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

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence <u>of 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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
<u>INTERACTION</u>						
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 1						
		- '				

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To: All Faculty and Staff ~ First NAME | ast NAME

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

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

English Class Teaching Observation

Spring 2013

revised 201304

Faculty Member:	er: 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	11:0 5	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

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.						
			1 -	1 .		1
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						

			1	_		_	1
with each other.							
Allowed wait-time for question i	responses.						
Involved several students in each	n question.						
Arranged classroom effectively communication with each other teacher).							
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	arly to students, including						
Collected homework and provid	ed feedback.						
			1	1	1		
INSTRUCTOR-STUDE INTERACTION	ENT	1	2	3	4	5	NA/NO
Created a student-centered class	sroom, not a teacher-						
centered one. (In a student-centered facilitates learning through the use of a requires student engagement with each	ctive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student qu from the lesson.)	0						
Encouraged student interaction							
Moved around the classroom.							
Observed individual student wo	rk.						
Determined when students were	confused						
Helped students who needed ass them with the "answers."	istance but did not provide						
Provided students with positive	feedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature			I	Oate			
Observer's Signature:	First NAME Last NAME		[)ate:			

rev. 20110901, 201304

Faculty Member: First NAME Last NA	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	11:0 5	12	1	2:50	2:50	4	5	5:51	6:42	7:33	8:24

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated "Critical Thinking" activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated final project development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence <u>of 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 reading for comprehension.						
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 observed each student's work						

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

Faculty Member's Signature and Date:	
Observer's Signature and Date:	
SUMMARY and RECOMMEND.	

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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

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 Teaching Observation

Spring 2013

revised 201304

Observer's Signature: 9:15 10:10 11:05 12 1 1:55 2:50 4 5 5:51 6:42 7:33 8 9 a.m. to 2 pm					ESL		:	& Time	Course d	(
9:15 10:10 11:05 12 1 1:55 2:50 4 5 5:51 6:42 7:33 8 9 a.m. to 2 pm		tudents Present:							Observation Date: Number of S						
Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not of the content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching. 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.							ature:	Observer's Signature							Observer:
Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not of the content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching. 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.	4	8:24	7:33	6:42	5:51	5	4	2:50	1:55	1	12	11:05	10:10	9:15	
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching. 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.										pm	2	to	a.m.	9	
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching. 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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textbook according to the Institute's Standards of Good Practice in ESL Teaching. 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.	NA/NO				1 -			, very ;	sractory	ent, 3=sa	provem	needs imp	sfactory, 2=		
Used content appropriate to the class. Related material to prior knowledge. Demonstrated command of subject matter. Explained items clearly and effectively. Assigned appropriate homework.		5	4		3	2						•	•	ENT	CONTE
Related material to prior knowledge. Demonstrated command of subject matter. Explained items clearly and effectively. Assigned appropriate homework.		5	4		3	2		ned	he assig	s and t	llabu	to the sy	ropriate t	nt appr	CONTE Used conte textbook a
Demonstrated command of subject matter. Explained items clearly and effectively. Assigned appropriate homework.		5	4		3	2		ned	he assig	s and t	llabu 's <i>Sta</i>	o the sy	ropriate t g to the I eaching.	ent appr ccordin ESL Te	Used conte textbook a Practice in
Explained items clearly and effectively. Assigned appropriate homework.		5	4		3	2		ned	he assig	s and t	llabu 's <i>Sta</i>	o the sy	ropriate t g to the I eaching. ropriate t	ent approcessing the coordinates of the coordinates	Used conte textbook a Practice in Used conte
Assigned appropriate homework.		5	4		3	2		ned	he assig	s and t	llabu 's <i>Sta</i> sson.	to the synthetic of the less to the class	ropriate t g to the I eaching. ropriate t	ent appr ccordin ESL Te ent appr	Used conte textbook a Practice in Used conte
		5	4		3	2		ned	he assig	s and t	llabu 's <i>Sta</i> sson. ass.	to the sy institute to the less to the class	copriate t g to the I eaching. copriate t copriate t	ent approcedent appront appront appront appront appront appront appront aterial t	Used conte textbook a Practice in Used conte Used conte Related ma
		5	4		3	2		ned	he assig	s and t	llabu 's <i>Sta</i> sson. ass. ge.	to the synthetic of the less to the classic nowledger	ropriate t g to the I eaching. ropriate t ropriate t to prior k	ent approcedent ap	Used conte textbook a Practice in Used conte Used conte Related ma Demonstra
ORGANIZATION and INSTRUCTION 1 2 3 4 5		5	4		3	2		ned	he assig	s and t	llabu 's <i>Sta</i> sson. ass. ge.	to the synthetic of the claration of the	ropriate t g to the I eaching. ropriate t ropriate t to prior k nmand of	ent approcedured to the control of t	Used conte textbook a Practice in Used conte Used conte Related ma Demonstra Explained

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.						
	1	1	1	1	1	
INSTRUCTOR-STUDENT INTERACTION	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:		I	 Date			
Ildelisa LOPEZ						
Observer's Signature:)ate:			

rev. 20110901, 201304

Faculty Member:	Ildelisa 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								

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

1	2	3	4	5	NA/NO

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To: All Faculty and Staff ~ Maria 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.

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 Teaching Observation

Spring 2013

revised 201304

Faculty Member:	Maria MACHA	ADO	
		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 recp t	office	office	12 12 :3 0	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

CONTENT	1	2	3	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.						
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.						
		1	,		1	
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						

		1	1	1		
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.						
				1		
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:		I	Oate			
Maria MACHADO						
Observer's Signature:)ate:			-

rev. 20110901, 201304

Faculty Member:	María 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 recp t	office	office	12 12 :3 0	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

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated <u>final project</u> development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence of lesson planning consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT INTERACTION	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 MA						

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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.

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 Teaching Observation

Spring 2013

revised 201304

Faculty Mei	mber:	Ma	adina N	MAI	RZH	10KI	HOV	'A						
					- (Course	& Time	:		ESL				
Observation	1 Date:]	Number of Students Present:								
Observer:						Observe	er's Sign	ature:						
			T	T			 		T		T	T	T	٦
	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	1
									20	20	20	20	20	
				<u> </u>							<u> </u>			<u>_</u>
Rating Scale:	1=unsati	sfactory, 2=	=needs imp	provem	ent, 3=s	atisfactory	y, 4=very	good, 5=	excellent,	NA/NO-	-not appli	cable or r	ot observ	ved
CONTE	NT							1	2	3		4	5	NA/NO
Used conte	<u> </u>	ropriate t	to the sv	llahu	s and t	the assig	oned							
textbook a	ccordin	g to the I	Institute	's Sta	ındardı	s of Goo	od							
Practice in														
Used conte														
Used conte														
Related ma		_												
Demonstra					ter.									
Explained				vely.										
Assigned a	ppropr	iate hom	ework.											
ORGAN	JIZAT	10N an	id INS	TR()	ICTI	<u>on</u>		1	2	3	3	4	5	NA/NO
Explained														
Demonstra					ng.									
Engaged cl														
Engaged cl	lass in h	olistic re	eading a	ctiviti	ies.									

Engaged class in holistic listening activities. Engaged class in holistic speaking activities.

Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate

Used effective transitions

Used class time effectively

Used active learning strategies
Used varied teaching strategies

speakers were students engaged in active communication with each other.						
Allowed wait-time for question responses.					1	
Involved several students in each question.					1	
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.						
	1	1		1		
INSTRUCTOR-STUDENT INTERACTION	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			
Observer's Signature: Madina MARZHOKHOV)ate:			

rev. 20110901, 201304

Faculty Member: Madina MARZHOKI	HOVA
	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 NA/NO CONTENT Used content from the textbook unit and content appropriate to the syllabus. Incorporated unit's application objectives. Incorporated "Critical Thinking" activity (or equivalent if not using DDC text). Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated final project development. 1 2 3 4 5 NA/NO ORGANIZATION and INSTRUCTION Demonstrated evidence of lesson planning consistent with the syllabus and with student needs Facilitated student learning instead of giving students the answers. Engaged students in reading for comprehension. Engaged students in paraphrasing (explaining textbook sections orally and/or in writing). Engaged students in summarizing directions orally and/or in writing. Engaged students in writing 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 speaking 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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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 M	ARZH	OKHOV	'A			

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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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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 Teaching Observation

Spring 2013

revised 201304

					(Course o	& Time	:		ESL				
Observation	n Date:				N	Number	of Stu	dents P	resent:					
Observer:					(Observe	r's Sigı	nature:						
	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	offi ce	offic e	offic e	offic e	offic e	offic e					
Rating Scale:		sfactory, 2=	needs imp	orovem	ent, 3=sa	atisfactory	, 4=very	good, 5=	excellent,	NA/NO-		cable or 1	not obser	ved NA/

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 with each other.	in active communication						
Allowed wait-time for question r	esponses.						
Involved several students in each	_						
Arranged classroom effectively t communication with each other (teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	rly to students, including						
Collected homework and provide	ed feedback.						
INSTRUCTOR-STUDE INTERACTION	NT	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher tive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	_						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	·k.						
Determined when students were	confused						
Helped students who needed assi them with the "answers."	stance but did not provide						
Provided students with positive f	eedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:			l	 Date			
Observer's Signature:	Karina RODRIGUEZ		I)ate:			

rev. 20110901, 201304

Faculty Member: Karina RODRIGU	EZ
	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	offi ce					offic e				

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

M						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:						
F. Jan. Lancesca I. D.						
Faculty Member's Signature and Date: Karina RO						

anot-for-profit, equal educational opportunity institution page6 of 312 pages L:\Classroom Teacher Observations Memo April 2013.doc

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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

Classroom Observations

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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 Teaching Observation

Spring 2013

revised 201304

Faculty Mer	nber:	Pai	ul SC	HIF	FN	MAN								
						Course	& Time	:		ESL				
Observation	Date:					Number	of Stud	lents P	resent:					
Observer:						Observe	r's Sigr	ature:						
	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=unsati	sfactory, 2=	needs imp	rovem	ent, 3	=satisfactory	, 4=very	good, 5=	excellent	, NA/NO	-not appli	cable or	not obser	ved
CONTE	NT							1	2	3		4	5	NA/NO
Used conte	nt appi	ropriate t	to the sy	llabu	s and	l the assig	ned							
textbook ac			Institute	's Sta	ndar	ds of Goo	d							
Practice in			41 1											
Used conte														
Used conte														
Related ma Demonstra					ton									
Explained:					ter.									
Assigned a		•		very.										
Assigned a	ppropr	late nom	CWUI K.											
ORGAN	IZAT	10N an	dINS	TRU	ICT	<u> 10N</u>		1	2	3	3	4	5	NA/NO
Explained	purpos	e of lesso	n clearly	y.										
Demonstra	ted evi	dence of	lesson p	lanni	ng.									
Engaged cl	ass in l	nolistic w	riting ac	etiviti	es.									
Engaged cl	ass in l	nolistic re	eading a	ctiviti	ies.									
Engaged cl	ass in l	nolistic lis	stening a	activi	ties.									
Engaged cl			eaking	activi	ties.									
Used effect	ive tra	nsitions												
Used active														
Used varie			egies											
Used class														
Discourage instead of encounderstanding	ouraging	full sentence					ers							
Kept teach speakers w with each o	ere stu					_	-							

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.						
	Т	T	T	T	T	
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:		I	Oate			
Paul SCHIFFMAN Observer's Signature:		[)ate:			
		•				

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

Kept daily or weekly written summaries of each <u>student's</u> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT INTERACTION	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.						

Observer's Signature and Date:	
SUMMAKY and KECOMMENDA HONS:	

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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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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 Teaching Observation

Spring 2013

revised 201304

Faculty Mer	nber:	Th	omas,	SC	HV	VENK	E							
						Course	& Time	:		ESL				
Observation	Date:					Number	of Stud	dents P	resent:					
Observer:						Observe	er's Sign	nature:						
	9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24	
	9 t0 5	Office												
Rating Scale:	1=unsati	sfactory, 2=	needs imp	oroveme	ent, 3=	satisfactory=	y, 4=very	good, 5=	excellent	, NA/NO	-not appl	icable or	not observ	/ed
CONTE	NT							1	2	3	,	4	5	NA/NO
Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.														
Used conte	nt appı	ropriate t	to the les	sson.										
Used conte	nt appı	ropriate t	to the cla	ass.										
Related ma	terial t	to prior k	nowled	ge.										
Demonstra	ted con	nmand o	f subjec	t matt	er.									
Explained	items c	learly an	d effecti	vely.										
Assigned a	ppropr	iate hom	ework.											
ORGAN	IIZAT	ION an	dINS	ГRU	СТ	ION		1	2	3	3	4	5	NA/NO
Explained	purpos	e of lesso	n clearl	y.										
Demonstra	ted evi	dence of	lesson p	lanniı	ıg.									
Engaged cl	ass in l	nolistic w	riting ac	ctivitio	es.									
Engaged cl	ass in l	nolistic re	ading a	ctiviti	es.									
Engaged cl	ass in l	nolistic lis	stening a	activit	ies.									
Engaged cl	ass in l	nolistic sp	eaking	activi	ties.									
Used effect	ive tra	nsitions												
Used active	e learni	ng strate	gies											
Used varie	d teach	ing strate	egies											
Used class	time ef	fectively												
Discourage instead of enc-	ouraging	full sentence					ers							

Kept teacher's "voice" to a minimum so that the primary

speakers were students engaged with each other.	in active communication						
Allowed wait-time for question r	esponses.						
Involved several students in each							
Arranged classroom effectively to communication with each other (teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	rly to students, including						
Collected homework and provide	ed feedback.						
			1	T	T	T	1
INSTRUCTOR-STUDE INTERACTION	<u>NT</u>	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher tive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	0						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	k.						
Determined when students were	confused						
Helped students who needed assi them with the "answers."	stance but did not provide						
Provided students with positive f	eedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:			 T	 Date			
,	Thomas SCHWENKE						
Observer's Signature:)ate:			ari manor

rev. 20110901, 201304

Faculty Member: Thomas SCHWENK	E
	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 t0 5	Office											

Rating Scale: 1=unsatisfactory, 2=needs improvement, 3=satisfactory, 4=very good, 5=excellent, NA/NO-not applicable or not observed NA/NO CONTENT Used content from the textbook unit and content appropriate to the syllabus. Incorporated unit's application objectives. Incorporated "Critical Thinking" activity (or equivalent if not using DDC text). Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus). Incorporated final project development. 1 2 3 4 5 NA/NO ORGANIZATION and INSTRUCTION Demonstrated evidence of lesson planning consistent with the syllabus and with student needs Facilitated student learning instead of giving students the answers. Engaged students in reading for comprehension. Engaged students in paraphrasing (explaining textbook sections orally and/or in writing). Engaged students in summarizing directions orally and/or in writing. Engaged students in writing 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 speaking 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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:						
Thomas So	CHWE	NKE				

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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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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 Teaching Observation

Spring 2013

revised 201304

Faculty Me	mber:	Sv	etlana	SE	ERG	EE\	/A								
					(Course	& Time	:		ESL					
Observation Date:						Number of Students Present:									
Observer:					(Observe	er's Sign	ature:							
			1	l	l		1		<u> </u>		1		1	7	
	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	1:30												
	am		pm												
				<u> </u>	<u> </u>	<u> </u>	<u> </u>			<u> </u>	<u> </u>	<u> </u>	<u> </u>	╛	
Rating Scale:	1=unsati	sfactory, 2=	needs imp	provem	ent, 3=sa	atisfactory	y, 4=very	good, 5=	excellent	, NA/NO	-not appl	icable or	not obser	ved	
CONTE	NT							1	2	3	3	4	5	NA/NO	
textbook a	Used content appropriate to the syllabus and the assigned textbook according to the Institute's Standards of Good Practice in ESL Teaching.														
Used conte	ent appi	ropriate t	to the les	sson.											
Used conte	ent appi	ropriate t	to the cla	ass.											
Related ma	aterial (to prior k	nowled	ge.											
Demonstra					ter.										
Explained		-		vely.											
Assigned a	ppropr	iate hom	ework.											L	
ORGAN	JIZAT	10N an	dINS	TR(ICTI	ON .		1	2		3	4	5	NA/NO	
Explained					, , , , , ,										
Demonstra					ng.										
Engaged c															
									+					4	

Engaged class in holistic reading activities. Engaged class in holistic listening activities. Engaged class in holistic speaking activities.

Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate

Kept teacher's "voice" to a minimum so that the primary

Used effective transitions

Used class time effectively

understanding of the question.)

Used active learning strategies **Used varied teaching strategies**

speakers were students engaged i with each other.	n active communication						
Allowed wait-time for question re	esponses.						
Involved several students in each	question.						
Arranged classroom effectively to communication with each other (teacher).							
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clea participation levels.							
Collected homework and provide	ed feedback.						
			1		ı	ı	1
INSTRUCTOR-STUDE INTERACTION	<u>NT</u>	1	2	3	4	5	NA/NO
Created a student-centered classic centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher tive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	_						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	k.						
Determined when students were	confused						
Helped students who needed assisthem with the "answers."	stance but did not provide						
Provided students with positive f	eedback						
Held students' attention.							
SUMMARY and RECON	MMENDATIONS:						
Faculty Member's Signature:			т)oto			
1 active tylemper a Digitature:	Svetlana SERGEEVA			·au			
Observer's Signature:)ate:			

rev. 20110901, 201304

Faculty Member: Svetlana SERGEEV	Svetlana SERGEEVA						
	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 am		1:30 pm										

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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</u> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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 S	ERGEE	CVA				

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

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Caryn T. Davis, Dean of Academic Affairs

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Thank you

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

Spanish-American Institute

English Class Teaching Observation

Spring 2013

														revised 2013
Faculty Mer	mber:	Sv	etlana	St	ICT	HEGI	_OV	A						
						Course	& Time	:		ESL				
Observation	Date:					Number	of Stu	dents P	resent:					
Observer:						Observe	r's Sigi	nature:						
					ļ									
	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	1 pm											
				се										
Rating Scale:	1=unsati	sfactory, 2=	needs imp	oroveme	ent, 3=	satisfactory	, 4=very	good, 5=	excellent	, NA/NO	-not appli	icable or	not observ	ved
CONTE	INT							1	2	3		4	5	NA/NO
Used conte textbook a Practice in	ccordin	g to the I	•			_								
Used conte	nt appı	ropriate t	o the les	son.										
Used conte	nt appı	ropriate t	o the cla	ass.										
Related ma	aterial t	o prior k	nowled	ge.										
Demonstra	ted con	nmand of	f subject	t matt	er.									
Explained	items c	learly an	d effecti	vely.										
Assigned a	ppropr	iate hom	ework.											
ORGAN	IIZAT	ION an	dINS	ГRU	CTI	ON		1	2	3	3	4	5	NA/NO
Explained	purpos	e of lesso	n clearly	y.										
Demonstra	ted evi	dence of	lesson p	lannir	ıg.									
Engaged cl	lass in h	nolistic w	riting ac	ctivitie	es.									
Engaged cl														
Engaged cl														
Engaged cl			eaking	activit	ties.									
Used effect	ive trai	nsitions												
Used active														
Used varie			egies											
Used class														
Discourage instead of enc understanding	ouraging	full sentence					ers							
Kept teach speakers w														

	1		1	1		1
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.						
INSTRUCTOR-STUDENT INTERACTION	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."	e					
Provided students with positive feedback						
Held students' attention.						
SUMMARY and RECOMMENDATIONS	:					
Faculty Member's Signature:]	Date			
Svetlana SHCHEGLOV	A	_				
		L				

													rev. 2	20110901, 201
Faculty M	ember:	Sve	tlana (5H(CHI	EGL	OVA	١						
						(Course	& Tim	e:					
Observation	n Date:					ı	Numbe	r of Stu	dents l	Present	:			
Observer:														
											ı	1	ı	
	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	1 pm	offi ce										
Rating Scale:		factory, 2=n	eeds impro	vement	, 3=satis	factory, 4=v	very good,	5=excelle	ent, NA/N	O-not app		not obser	ved 5	NA/NO
Used content the syllabus	nt from 1	the textbo	ok unit a	nd coi	ntent a	appropria	ate to							
Incorporate	ed unit's	application	on object	tives.										
Incorporate using DDC		ical Think	ing" acti	vity (or equi	valent if 1	not							
Incorporate using DDC							t							
Incorporate using DDC							f not							
Incorporate	ed <u>final</u> j	oroject de	velopme	nt.		<u> </u>								
ORGAN	NZAT	10N an	dINS	TRU	CTI	<u>ON</u>		1	2	3	3	4	5	NA/NO
Demonstrat syllabus and				ning c	onsiste	ent with tl	he							
Facilitated answers.	student l	learning i	istead of	giving	g stude	ents the								
Engaged stu	udents ir	n <u>reading</u>	for comp	rehen	sion.									
Engaged stu orally and/o			asing (ex	plaini	ng text	book sect	tions							
Engaged str writing.	udents ir	ı <u>summar</u>	i <u>zing</u> dir	ections	s orally	and/or i	n							
Engaged str "On Your (if not using	Own" ac	tivity and	individu	al pro	jects (d	or equiva	lent							
Engaged str "On Your (

if not using DDC text as required by textbook and syllabus)

Moved around the classroom and observed each student's work

Determined when students were confused.

Encouraged student questions.

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

SUMMAKY and KECOMMENDATIONS:	
Observer's Signature and Date:	
Faculty Member's Signature and Date:	
	ICHECLOVA

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To: All Faculty and Staff ~ Benjamin TAGNAN

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

Spanish-American Institute

English Class Teaching Observation

Spring 2013

revised 201304

														10.1500 2
Faculty Men	nber:	Be	enjamin	TA	4GN	IAN								
					(Course	& Time	:		ESL				
Observation	Date:				I	Number	of Stud	lents P	resent:					
Observer:					(Observe	er's Sign	ature:						
			1		•	1	1			ı		1	1	
	9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24	
				40					40	4-	0.4.4	04:-		
				12 no	to				12 noo	to	9:14 pm	Offic e		
				on					n		Pili			
ļ			<u> </u>			<u> </u>					<u> </u>	<u> </u>		╛
Rating Scale:	1=unsati	sfactory, 2=	=needs imp	oroveme	ent, 3=s	atisfactory	y, 4=very	good, 5=	excellent.	, NA/NO	-not appli	icable or 1	not obser	ved
CONTE	NT							1	2	3		4	5	NA/NO
Used conter		onriate 1	to the sv	llahus	and t	he assio	med							
textbook ac														
Practice in I	ESL Te	eaching.												
Used conter	nt appı	ropriate t	to the les	sson.										
Used conter	nt appı	opriate t	to the cla	ass.										
Related ma	terial t	o prior k	nowled	ge.										
Demonstrat	ted con	nmand o	f subjec	t matt	er.									
Explained i	tems c	learly an	d effecti	vely.										
Assigned ap	propr	iate hom	ework.											
ODC AND	1-7 A T	71.00.1	118165		CTL	<u> </u>		1	1 2	1 4	,	4	_	NIA/NIC
<u>ORGAN</u>						<u>JN</u>		1	2	3	,	4	5	NA/N(
Explained p			•											
Demonstrat														
Engaged cla														
Engaged cla														
Engaged cla														
Engaged cla			eaking	activit	ties.									
Used effecti	ive trai	nsitions												
Used active	learni	ng strate	gies											

Used varied teaching strategies

Discouraged "bitting." (*Bitting=accepting little bits of answers instead of encouraging full sentence responses that demonstrate

Kept teacher's "voice" to a minimum so that the primary

Used class time effectively

understanding of the question.)

speakers were students engaged with each other.	in active communication						
Allowed wait-time for question r	responses.						
Involved several students in each	_						
Arranged classroom effectively t communication with each other teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	arly to students, including						
Collected homework and provid	ed feedback.						
INSTRUCTOR-STUDE INTERACTION	NT	1	2	3	4	5	NA/NO
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher ctive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	<u> </u>						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	·k.						
Determined when students were	confused						
Helped students who needed assitted them with the "answers."	stance but did not provide						
Provided students with positive	feedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:			Γ	Oate			
Observer's Signature:	Benjamin TAGNAN)ate:		an maan maan saar maan maan ah	-

rev. 20110901, 201304

Faculty Member:	Benjamin TAGNAN	
		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 no on	to				12 noo n	to	9:14 pm	Offic e	

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 from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated <u>final project</u> development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence of lesson planning consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT	1	2	3	4	5	NA/NO
INTERACTION						
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:						
Benjamin '	TAGNA	λN				

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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

Spanish-American Institute

English Class Teaching Observation

Spring 2013

														revised 20
Faculty Me	mber:	Ca	armen \	VAF	RG	45								
						Course	& Time	:		ESL				
Observation	Date:					Number	of Stud	lents P	resent:					
Observer:						Observe	er's Sigr	nature:						
	9:15	10:10	11:05	12	1	1:55	2:50	4	5	5:51	6:42	7:33	8:24	
									offic	5 to 9:14				
									е	9.14 pm				
										P				<u></u>
Rating Scale:	1=unsati	sfactory, 2=	needs imp	orovem	ent, 3=	satisfactory	, 4=very	good, 5=	excellent,	NA/NO-	not appli	cable or	not obser	ved
							· ·					1		
CONTE	INT							1	2	3		4	5	NA/NO
Used conte		-	•			_	-							
textbook a Practice in			institute	's Sta	naaro	as of Goo	a							
Used conte			to the les	sson.										
Used conte														
Related ma	aterial t	to prior k	nowled	ge.										
Demonstra	ted con	nmand o	f subjec	t matt	ter.									
Explained	items c	learly an	d effecti	vely.										
Assigned a	ppropr	iate hom	ework.											
ORGAN	ΠΖΔΤ	TON ar	dINS	TR/ I	СТ	ION		1	2	3	,	4	5	NA/NO
Explained						<u>ICTX</u>								
Demonstra				-	ng.									
Engaged c														
Engaged c														
Engaged c	lass in l	nolistic li	stening a	activit	ies.									
Engaged c	lass in l	nolistic s _l	eaking	activi	ties.									
Used effec	tive trai	nsitions												
Used activ	e learni	ng strate	gies											
Used varie	d teach	ing strat	egies											
Used class	time ef	fectively												
Discourage instead of end understanding	ouraging	full sentend					ers							
Kept teach	er's "v	oice" to a	minim	um so	that	the prim	arv							

speakers were students engaged with each other.	in active communication						
Allowed wait-time for question r	esponses.						
Involved several students in each	_						
Arranged classroom effectively t communication with each other (teacher).	o encourage student						
Used blackboard sparingly, if at	all.						
Involved everyone in the class.							
Communicated expectations clear participation levels.	rly to students, including						
Collected homework and provide	ed feedback.						
INSTRUCTOR-STUDE	<u>NT</u>	1	2	3	4	5	NA/NO
INTERACTION							
Created a student-centered class centered one. (In a student-centered facilitates learning through the use of ac requires student engagement with each	classroom, the teacher tive teaching strategies that						
Addressed students by name							
Required students to engage in a questions. (Did not allow student que from the lesson.)	0						
Encouraged student interaction.							
Moved around the classroom.							
Observed individual student wor	k.						
Determined when students were	confused						
Helped students who needed assi them with the "answers."	stance but did not provide						
Provided students with positive f	eedback						
Held students' attention.							
SUMMARY and RECO	MMENDATIONS:						
Faculty Member's Signature:	Carmen VARGAS		Σ	Oate			
Observer's Signature:	Carmen VARGAS)ate:			

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
									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

CONTENT	1	2	3	4	5	NA/NO
Used content from the textbook unit and content appropriate to the syllabus.						
Incorporated unit's application objectives.						
Incorporated <u>"Critical Thinking"</u> activity (or equivalent if not using DDC text).						
Incorporated "On Your Own" activity (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated "Online Resources" research (or equivalent if not using DDC text as required by textbook and syllabus).						
Incorporated <u>final project</u> development.						
ORGANIZATION and INSTRUCTION	1	2	3	4	5	NA/NO
Demonstrated evidence of lesson planning consistent with the syllabus and with student needs						
<u>Facilitated student learning</u> instead of giving students the answers.						
Engaged students in reading for comprehension.						
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> <u>academic progress</u> .						
Took attendance while students were engaged in learning activities.						
INSTRUCTOR-STUDENT INTERACTION	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:Carmen V.						
Carmen v.		•				

SPAMISH-AMERICAN INSTITUTE

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To: All Faculty and Staff ~ |rina Zatulovski

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 Teaching Observation

Spring 2013

														revised 201
Faculty Me	mber:]rín	a Zatı	ulove	ski									
						Course	& Time	:		ESL				
Observation	Date:]	Number	of Stu	dents P	resent:					
Observer:						Observe	r's Sigi	nature:						
	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	
Rating Scale:	1=unsati	sfactory, 2=	needs imp	provem	ent, 3=s	atisfactory	y, 4=very	good, 5=	excellent,	NA/NO-	not appli	cable or	not observ	<u> </u>
CONTE	ENT							1	2	3		4	5	NA/NO
Used conte textbook a Practice in	ccordin	g to the l	•				_							
Used conte	nt appı	opriate t	to the le	sson.										
Used conte	nt appı	ropriate t	to the cla	ass.										
Related ma	aterial t	to prior k	nowled	ge.										
Demonstra	ited con	nmand o	f subjec	t mat	ter.									
Explained	items c	learly an	d effecti	vely.										
Assigned a	ppropr	iate hom	ework.											
ORGAN	NZAT	ION an	dINS	TRU	ICTI	<u>ON</u>		1	2	3	3	4	5	NA/NO
Explained	purpos	e of lesso	n clearl	y.										
Demonstra	ited evi	dence of	lesson p	lanni	ng.									
Engaged c	lass in h	nolistic w	riting a	ctiviti	es.									
Engaged c	lass in h	nolistic re	ading a	ctiviti	ies.									
Engaged c	lass in h	nolistic lis	stening a	activi	ties.									
Engaged c	lass in h	nolistic sp	eaking	activi	ties.									
Used effect	tive trai	nsitions												
Used active	e learni	ng strate	gies											
Used varie	d teach	ing strate	egies											
Used class	time ef	fectively												
Discourage instead of enc understanding	ouraging	full sentence					ers							
Kept teach speakers w														

			1	1		1
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.						
	1		1	1	T	1
INSTRUCTOR-STUDENT INTERACTION	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			
Observer's Signature:		I)ate:			

	ī	1 /	7.1		,								rev. 2	0110901, 20
Faculty M	ember:	Irina	<u>Z</u> atul	ovsk	.1									
							Course	& Tim	e:					
Observatio	n Date:						Number	r of Stu	dents F	Present	:			
Observer:														
			I			<u> </u>	<u> </u>				Ι	<u> </u>		7
	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	
Rating Scale:		factory, 2=no	eeds impro	vement	, 3=satis	sfactory, 4=	very good,							<u> </u>
CONTE	ENT							1	2	3		4	5	NA/NO
Used conter the syllabus		he textbo	ok unit a	nd co	ntent a	appropri	ate to							
Incorporate	ed unit's	application	on objec	tives.										
Incorporate using DDC		cal Think	ing" act	vity (or equi	ivalent if	not							
Incorporate using DDC							ot							
Incorporate using DDC	ed " <u>Onli</u>	ne Resour	ces" res	earch	or equ	uivalent i	f not							
Incorporate			-											
ORGAN	NZAT	ION an	dINS	TRU	CTI	ON		1	2	3	3	4	5	NA/NO
Demonstrat syllabus and				ning c	onsiste	ent with t	the							
Facilitated s	student l	learning i	nstead of	givin	g stude	ents the								
Engaged stu	udents ir	reading	for comp	rehen	sion.									
Engaged stu orally and/o			asing (ex	plaini	ng text	tbook sec	ctions							
Engaged stu writing.	udents ir	summar	izing dir	ection	s orally	y and/or	in							
Engaged stu "On Your (if not using	Own'' ac	tivity and	individu	al pro	jects (or equiva	alent							
Engaged str		_												

if not using DDC text as required by textbook and syllabus)

Moved around the classroom and observed each student's work

Determined when students were confused.

Encouraged student questions.

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

SUMMAKY and KECOMMENDA	ATIONS:	
Observer's Signature and Date:		
Faculty Member's Signature and Date: _	Irina Zatulovski	