

Continuing Education WASC Classroom Observation Form

Date of Observation: May 2011 **Program:** Adult Basic Education **Course:** Outlook, Math

1. What are the students doing? (Check as many as apply)

- | | | |
|----------------------------------|--|-------------------------------|
| 100% Practicing skills | 33% Listening to a guest speaker | Collaborative Activities..... |
| 100% Taking Notes | 0% Presenting information | 0% in formal groups |
| 100% Discussion | 66% Using technology (<u>Projector, computer</u>) | 66% in informal groups |
| 100% Working individually | 0% Using multimedia (Specify: _____) | 0% in pairs |
| 0% Viewing video | 0% Using Internet (Specify: _____) | 0% with tutor |
| 0% Taking test or quiz | 0% Using materials other than the book | |
| 0% Lab or simulation | (Specify: _____) | |

Comments/Notes:

- Students are listening attentively to the lesson and participating in the classroom discussion
- Students also have time to demonstrate their learning via questions/answers
- Students practicing math skills in preparation for the GED

2. As you observe, what do the students demonstrate? (Check as many as apply)

- 100%** Interest in the subject
- 100%** Respect for others
- 100%** Clear understanding of classroom processes
- 100%** At ease, comfortable in the classroom
- 100%** Active use of the skills being taught

Examples (How you know that students are learning what is being taught?)

- Students are at ease
- Students ask questions and for clarification
- Students ask questions often
- Students answer questions posed by the instructor and explain their solutions when asked
- Great participation by majority of students
- Students are writing notes and working on sample math problems.
- Correct answers to prompts that lead students through concepts
- Additional thoughtful questions related back to concept being taught.

3. What instructional techniques are being used? (Check as many as apply)

- | | |
|---|-----------------------------------|
| 100% Lecture | 100% Discussion |
| 66% Demonstration | 100% Question/Answer |
| 66% Teacher use of technology
(Specify what: <u>projector,</u>
<u>calculator</u>) | 0% New student orientation |

4. How is the instruction being delivered?

- 33%** Individually
- 0%** In groups
- 100%** As a whole class

Comments/Notes:

- Instructor engages students well, demonstrates steps clearly, listens well to students and asks appropriate questions.
- Instructor reviews examples until students demonstrate learning.
- Good use of the board

5. Identify the Student Learning Goals exhibited by the students during the observation. (Check as many as apply)

Effective Communication

- 66%** Reading
- 100%** Listening
- 100%** Speaking
- 66%** Writing
- 66%** Working in groups/teams
- 66%** Using technology to communicate

Critical Thinking

- 100%** Gathering information
- 33%** Organizing information
- 66%** Analyzing information
- 66%** Expressing logical opinions
- 66%** Drawing conclusions
- 66%** Demonstrating problem solving
- 33%** Applying knowledge

Lifelong Learning

- 0%** Setting educational goals/plans
- 66%** Applying learning
- 0%** Participating in the community

Comments/Notes:

- The majority of this lesson consisted of instructor presentation of information and student/instructor interactions.
- Students were asking lots of questions, they seemed very comfortable in the learning environment.
- Great instructor / small group setting (1:7 ratio).
- Application of concepts back to GED exam questions.

Continuing Education WASC Classroom Observation Form

Date of Observation: May 2011 Program: Adult Diploma & High School Referral

Courses: All High School Courses & Science Lab

1. What are the students doing? (Check as many as apply)

- | | | |
|---------------------------|--|-------------------------------|
| 66% Practicing skills | 0% Listening to a guest speaker | Collaborative Activities..... |
| 100% Taking Notes | 0% Presenting information | 0% in formal groups |
| 66% Discussion | 66% Using technology (Specify: <u>computers</u>) | 100% in informal groups |
| 100% Working individually | 0% Using multimedia (Specify: _____) | 33% in pairs |
| 0% Viewing video | 66% Using Internet (Specify: <u>projects</u>) | 100% with tutor |
| 33% Taking test or quiz | 100% Using materials other than the book | |
| 100% Lab or simulation | (Specify: <u>lab equipment, safety equipment</u>) | |

Comments/Notes:

- Students are either working independently in science work or working on a lab experiment.
- Students are paired up when labs are the same
- Students were all engaged!
- Students appeared diligent and motivated
- Adult Diploma is in a lab setting, so students can use computers for projects

2. As you observe, what do the students demonstrate? (Check as many as apply)

- 100% Interest in the subject
- 100% Respect for others
- 100% Clear understanding of classroom processes
- 100% At ease, comfortable in the classroom
- 33% Active use of the skills being taught

Examples (How you know that students are learning what is being taught?)

- Students ask questions often during lab, demonstrate lab techniques, collaborate and discuss techniques/results with each other
- Students are either working with partners or individually on their labs
- Students were all busy
- I observed actions of pages turning, screens changing, etc.
- Listening to interactions with tutors, I heard students gaining understanding
- Students were focused on material, it was so quiet!
- Pages were turning, people were writing....everyone was engaged!

3. What instructional techniques are being used? (Check as many as apply)

- | | |
|------------------------------|----------------------------|
| 0% Lecture | 100% Discussion |
| 33% Demonstration | 100% Question/Answer |
| 0% Teacher use of technology | 0% New student orientation |
- (Specify what: _____)

4. How is the instruction being delivered?

- | |
|---------------------|
| 100% Individually |
| 100% In groups |
| 0% As a whole class |

Comments/Notes:

- Instructor is supervising multiple labs at the same time since students are working at different paces
- Instructor asks questions on related concepts before start of lab
- Great demonstration of how to read and manipulate lab equipment
- Instruction rotates among different pairs and students to help as needed
- In a lab setting, everyone is doing his or her own thing except small groups with tutor
- Because this is all individualized, students are doing their own things. Interaction is with teacher and tutors

5. Identify the Student Learning Goals exhibited by the students during the observation. (Check as many as apply)

Effective Communication

- 100%** Reading
- 100%** Listening
- 100%** Speaking
- 100%** Writing
- 100%** Working in groups/teams
- 66%** Using technology to communicate

Critical Thinking

- 100%** Gathering information
- 100%** Organizing information
- 100%** Analyzing information
- 100%** Expressing logical opinions
- 100%** Drawing conclusions
- 33%** Demonstrating problem solving
- 33%** Applying knowledge

Lifelong Learning

- 0%** Setting educational goals/plans
- 33%** Applying learning
- 0%** Participating in the community

Comments/Notes:

- Students are reading lab procedures and following the instructions. They record their data and discuss techniques/results/problems with each other and ask questions when needed.
- Great teamwork/communication skills through the labs
- Although I didn't observe goal setting, participation in the community & applying knowledge, I'm confident the teachers and staff encourage this.
- Although I didn't observe students setting goals or participating in the community, I know they do because they seem to know what to do to finish the course which will lead to more productive citizens.

Continuing Education WASC Classroom Observation Form

Date of Observation: May 2011 Program: ESL

Courses: Level 1, Level 3, Level 5, Speaking A, Speaking B, Writing A, Writing B/C, Citizenship

1. What are the students doing? (Check as many as apply)

70%	Practicing skills	0%	Listening to a guest speaker	Collaborative Activities.....
60%	Taking Notes	0%	Presenting information	20% in formal groups
90%	Discussion	30%	Using technology (Specify: <u>ELMO, Internet, PPT</u>)	70% in informal groups
60%	Working individually	10%	Using multimedia (Specify: <u>online video</u>)	20% in pairs
10%	Viewing video	20%	Using Internet (Specify: <u>LLC website</u>)	0% with tutor
0%	Taking test or quiz	80%	Using materials other than the book	
			(Specify: <u>Teacher made pictures, handouts, wiki page, whiteboard, matching slips of paper, instructor-prepared handouts, vocabulary worksheet, LLC website, computer</u>)	
10%	Lab or simulation			

Comments/Notes:

- Students are working cooperatively to make yes/no questions in the present progressive for 18 pictures posted on the board. Group dynamics are positive and functional.
- Students are working in groups using adjectives + prepositions and verbs + preposition cards (dominoes) to match the cards that belong with each other.
- Students have resumes they created and are role-playing interviews panel and interviewee.
- Past unreal conditional
- Students were given slips of paper with part of a sentence. They had to find the partner with the other part of the sentence.
- Instructor modeled dialogue from book, students repeated.
- Instructor played dialogue on CD. Students completed exercise in book and checked answers with partners and instructor.
- Great authentic video from network TV
- Students completed exercise from book. Instructor modeled on board and on ELMO. Instructor then shared LLC website and demonstrated activities that could be completed outside of class.
- Students are chosen to read. They work in groups then individually
- The students filled out a handout that corresponded to a PowerPoint presentation on US History

2. As you observe, what do the students demonstrate? (Check as many as apply)

- 90% Interest in the subject
- 90% Respect for others
- 90% Clear understanding of classroom processes
- 100% At ease, comfortable in the classroom
- 60% Active use of the skills being taught

Examples (How you know that students are learning what is being taught?)

- Students are asking and answering questions using the target structure. Students are able to use their own life experiences to help them use the target structure
- Students are going to the board to examine pictures.
- There are smiles and laughter that demonstrates students at ease in the classroom
- Classroom processes are understood with some teacher clarification
- Students are playing a game. They need to use the recently taught "adjectives + prepositions" and "verbs + preposition" combination. Because they are using adj. + prep and verbs + prep correctly in a groups setting verbally, I can tell the students are learning.
- Students get the chance to practice both asking and answering interview questions.
- Students are completing workbook exercises and writing their answers on the board.
- Students are comfortable asking questions of each other and the instructor.
- The teacher began a sentence with, "If I had stayed in my native country..." The students completed the sentence with a statement that was true for them (out-loud).

- At the beginning of class, the students said they were ready to learn and knew the grammar topic for the day.
- Instructor called on students, individually and as a class, to check answers to exercise
- Students completed exercise individually, checked answers with partners at tables, and then shared answers as a class with instructor
- Teacher elicits responses from students about connectors and transitional expressions; analyze comparatives/superlatives
- Students were asked to answer questions about previously-reviewed material before the instructor presented the PowerPoint.

3. What instructional techniques are being used? (Check as many as apply)

70%	Lecture	60%	Discussion
70%	Demonstration	100%	Question/Answer
60%	Teacher use of technology	10%	New student orientation

(Specify what: CD)

4. How is the instruction being delivered?

30%	Individually
50%	In groups
90%	As a whole class

Comments/Notes:

- Teacher is circulating and commenting on progress answering questions, and posing questions to ascertain whether the students understand the task.
- Instructor demonstrated the “domino activity” to the students. The instructor walked around to ask questions and to provide answers to the students for helping them with the activity.
- The instructor posted practice interview questions on the class wiki page, and students had checked the page and reviewed the questions prior to class. Wiki page was also projected to the class using the ELMO.
- While reviewing the correct workbook answers, the instructor also adds relevant historical information related to the practice sentences (WWI dates, Mickey Mouse/Disney info.)
- Students have a chance to respond orally and in writing to questions. The teacher also goes around to each group to respond to individual questions.
- Instructor models target language and vocabulary; students repeat. Instructor led class discussion: what technology items(on handout) do we not use anymore?
- Instructor modeled exercise on the board and on the ELMO. She then shared website with the class, making sure new students were brought up to speed on website address.
- Teacher uses data projector so that students can see what he’s talking about
- The students sat in groups but worked as an entire class

5. Identify the Student Learning Goals exhibited by the students during the observation. (Check as many as apply)

Effective Communication

70%	Reading
90%	Listening
70%	Speaking
70%	Writing
100%	Working in groups/teams
10%	Using technology to communicate

Critical Thinking

70%	Gathering information
70%	Organizing information
100%	Analyzing information
70%	Expressing logical opinions
60%	Drawing conclusions
60%	Demonstrating problem solving
80%	Applying knowledge

Lifelong Learning

0%	Setting educational goals/plans
90%	Applying learning
0%	Participating in the community

Comments/Notes:

- Students are transferring grammar studies into practical use conversational dialogue. The communication and critical thinking processes apply to these activities.
- Students are managing time and tasks in group
- Students are using excellent verbal and listening skills to communicate with each other and the instructor. To be able to complete the activity, students need to analyze and organize information.
- Students are applying knowledge and having fun!
- Interesting real-world topic engaged students and encouraged critical thinking. The discussion was so good I wanted to join in!
- Students were enthusiastic in applying skills and demonstrating knowledge with each other and the instructor.
- Students are focusing on their writing skills, practicing sentence combination, comparatives/superlatives, and other skills
- Students had a timeline on their handouts in which they had to organize events chronologically.

Continuing Education WASC Classroom Observation Form

Dates of Observation: May 2011Program: Older AdultsCourses: Healthy Aging, Quilting, Creative Computing, Lifelong Learning, Brain Fitness, China Painting, Basic Computing**1. What are the students doing?** (Check as many as apply)

91% Practicing skills	9% Listening to a guest speaker	Collaborative Activities.....
27% Taking Notes	18% Presenting information	18% in formal groups
64% Discussion	9% Using technology (Specify: <u>computer/projector</u>)	27% in informal groups
45% Working individually	27% Using multimedia (Specify: <u>Photoshop, music</u>)	9% in pairs
9% Viewing video	9% Using Internet (Specify: <u>Showing a blog</u>)	0% with tutor
27% Using materials other than book (Specify: <u>fabric, sewing machines, irons, quilting equipment & supplies, painting supplies, exercise equipment</u>)	9% Taking test or quiz	
	9% Lab or simulation	

Comments/Notes:

- Students are measuring and using math skills
- Class began with instructor handing out projects and giving feedback on completed projects
- Class discussed projects being returned and constructive criticism
- Reviewed past class discussion
- Instructor responds to individual requests
- Today's modular topic "vertigo" – students retrieved handouts, write notes on handouts
- Class began with any news or updates that have to do with the class (discussion)
- Viewing Internet video on projector
- Instructor started class with introductions and updates. She discussed blogs and brought up an example blog, and pointed out a variety of information and instruction in the blog
- Class began with attendance, any updates, reminders on dates of class ending and when summer school begins
- Students began class with attendance sign in, and any updates, reminders, etc.

2. As you observe, what do the students demonstrate? (Check as many as apply)

- 100%** Interest in the subject
- 100%** Respect for others
- 82%** Clear understanding of classroom processes
- 100%** At ease, comfortable in the classroom
- 82%** Active use of the skills being taught

Examples (How you know that students are learning what is being taught?)

- Students are actively working on class projects, students display and demonstrate their class project
- Students help one another with new concepts taught
- Students were given back projects that were completed prior and given the opportunity to ask questions and give each other comments and feedback
- Students respond to questions about readings and discussion
- Students are engaged in Brain Fitness computer test
- Take notes on handouts
- Practice modeled demonstrations
- Students are modeling instructor and engaged in class
- Students are actively modeling instructor, responding to questions, and involved in discussion
- Students are working on their individual projects
- Small groups surrounding the instructor as they observe demonstrations by instructor. Instructor is giving ideas and instruction for their projects
- Students asked questions in regards to the class discussion. Once they asked questions and were comfortable with the subject they did hands-on individual computer work. Instructor helped individuals as needed

- Students were practicing what they learned. Students ask questions if they need any clarification
- As the instructor gave instructions students performed the skill being demonstrated by the instructor

3. What instructional techniques are being used? (Check as many as apply)

- | | |
|--|-----------------------------------|
| 64% Lecture | 82% Discussion |
| 82% Demonstration | 73% Question/Answer |
| 45% Teacher use of technology
(Specify what: <u>Computer,</u>
<u>Powerpoint Presentation,</u>
<u>projector, computer, Brain</u>
<u>Fitness Computer Program</u>) | 0% New student orientation |

4. How is the instruction being delivered?

- | |
|------------------------------|
| 55% Individually |
| 27% In groups |
| 100% As a whole class |

Comments/Notes:

- PowerPoint presentation made on preserving & storing quilts
- Instructor individually helps students understand quilting techniques
- Class began with discussion
- Lectured on weekly healthy aging module
- Discussed specific benefits of physical movement
- Instructor uses demonstration, discussion, and lecture to individuals, groups, and entire class
- Students take notes on subject being lectured
- Instructor lectures on Healthy Aging topics (this week Peripheral Artery Disease) and has handouts from lecture topic
- Throughout the class the instructor lectured about Healthy Aging while the students continued to demonstrate the skills and techniques being taught

5. Identify the Student Learning Goals exhibited by the students during the observation. (Check as many as apply)

Effective Communication

- | |
|--|
| 27% Reading |
| 91% Listening |
| 82% Speaking |
| 18% Writing |
| 55% Working in groups/teams |
| 27% Using technology to communicate |

Critical Thinking

- | |
|--|
| 45% Gathering information |
| 45% Organizing information |
| 45% Analyzing information |
| 55% Expressing logical opinions |
| 36% Drawing conclusions |
| 45% Demonstrating problem solving |
| 91% Applying knowledge |

Lifelong Learning

- | |
|--|
| 18% Setting educational goals/plans |
| 91% Applying learning |
| 55% Participating in the community |

Comments/Notes:

- Students work together on class project as well as individual projects.
- Photoshop computer program was used as a technological communication tool
- Class had their photos displayed throughout building 40
- Students commented on benefits of class to each other
- Class outline, student goals, etc are displayed
- Example projects are displayed for students visual aid