

Appendix B



Sagesse High School  
 Mary Mother of Wisdom  
 Ain Saade

Teacher Recruitment

Formal Model Class Observation Form

<b>A: Details</b>	
Name:	
Date of Birth:	
Gender:	
Credentials:	
Marital Status:	
Job Title:	
Level:	
Department:	
Division:	

<b>B: Appointment Type</b>		
A: Full-time	B. Part-time	C. Fixed Term

<b>C. Department's Decision</b>		
A: Accepted	B: Rejected	C: Pending

<b>D: Interview Procedure</b>	
A: Written	B: Verbal
C: Model Class	

<b>E: Department's Decision - Justification</b>

## Evaluation Form

### I. Teaching methods or instructional strategies

During the class observation, the teacher used the following strategies:

Strategies	M/NM/ NO <sup>1</sup>	Comments
Announcements		
Summarizing familiar information		
Introducing new information		
Relating new information to old		
Explaining / demonstrating concepts		
Relating stories / anecdotes		
Interpersonal control		
Other:		

Comments:

### II. Discussion strategies

Strategies	M/NM/ NO	Comments
Inviting questions from students		
Redirecting obvious or easy questions		
Pausing to give students time to think		
Asking a fact-related question		
Asking a high-order thinking question (e.g., "Why?" or "What if?")		
Inviting student examples / experiences		
Praising/acknowledging a response		
Helping a student respond		
Correcting misguided responses		
Other:		

Comments:

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<sup>1</sup> M: Met / NM: Not Met / NO: Not Observed

*Adapted from:* Harris, Arlene H. and Monica Farmer Cox. "Developing an Observation System to Capture Instructional Differences in Engineering Classrooms." *Journal of Engineering Education* 92 (2003): 329-336.

III. Collaborative / problem- solving strategies

Strategies	M/NM/ NO	Comments
Conducting think/pair/share exercise		
Students work problems on board		
Students work problems in groups		
Students work on projects in groups		
Instructor actively monitors groups		
Instructor passively monitors groups		
Groups role play, compete, etc.		
Other:		

Comments:

General Comments

- ✓ The instructor’s use of the interactive white board, PowerPoint slides, and/or any other use of instructional technology to bring additional audio-visual (or other sensory) dimensions to learning:
  
- ✓ the instructor’s oral communication with students –
  
- ✓ the instructor’s body language toward students -
  
- ✓ student behaviors

- ✓ How would you rate the overall effectiveness of the teaching in this session on the following scale, with “5” representing “most highly effective”?

1

2

3

4

5

### **Signatures**

Chief Observer

Head of Department: \_\_\_\_\_

Members