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**TEACHER OBSERVATION REPORT – STEVE MAGNUS COLVIN**

**2022 - 2023**

Date: April 24<sup>th</sup>, 2023

Teacher's Name: Steve Magnus Colvin (TRB# L181091)

Grade/Subjects Taught: English studies 12 (BC)  
English 12 (World School)  
English Literature 12  
Literary studies 12 (Travel literature / Science Fiction)  
Communications 12  
English 11 II  
Literary studies 11  
English 10  
New Media 10

Appointment: 1.0 FTE

Teaching Training Institution: Vancouver Island University  
Degrees: Bachelor of arts  
Masters degree

Teaching Experience: Offshore: 7 years (ESOL Maple Leaf)  
Maple Leaf World School: 15.8 years (to date of report)



Current teaching schedule:

## Teacher Schedule - Colvin, Steve L181091

Display today's sections

Expression	Term	Course #	Course
2(A-E)	S1	EENGL12	English 12
3(A-J)	S1	EENGL12	English 12
4(A-J)	S1	EENGL12	English 12
5(A-J)	S1	EENGL12	English 12
LIT(A-E)	S1	LITBLK01	Literacy Block
6(A)	S1	TOC1201	Tutorial
1(A-E)	S2	EENGB11	English 11 II
2(A-J)	S2	ELITR12	English Literature 12
3(A-J)	S2	ELITR12	English Literature 12
5(A-E)	S2	EENGB11	English 11 II
LIT(A-E)	S2	LITBLK01	Literacy Block
6(C)	S2	TOC1201	Tutorial

### Introduction

Steve Colvin joined Maple Leaf International School– Dalian in August, 1999. Our school is accredited by Cognia, formerly AdvancEd, which accredits over 40,000 schools in more than 80 countries. Our Curriculum is benchmarked by UK-ENIC/ECCTIS, the international gold standard for curriculum evaluation. Currently, our grade 10 and 11 and 12 curricula are fully accredited. UK-ENIC has judged our curriculum as comparable to the curricula of the United States, Canada, and the United Kingdom.



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In the 2022 - 2023, school year enrollment stands at approximately 700 students in Grades 10 to 12. Students are almost exclusively Chinese nationals for whom English is not their first language.

Prior to the commencement of the classroom observations Steve was given a pre-observation form. The performance assessment instruments are from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. As such, this teaching report is structured according to the 4 domains of Danielson's framework: Planning and Preparation, The Classroom Environment, Instructional Methods, and Professional Responsibilities.

Steve Colvin's teaching assignment for 2022 - 2023 is four blocks of English 12 in Semester 1, and two blocks of English literature 12 and two blocks of English 11 II in Semester 2.



## **Planning and Preparation**

### *Planning Documents*

Steve Colvin created lesson plans for each lesson observed. The MLIS– Dalian standard for lesson plans includes a lesson objective, a description of instructional strategies, a description of student activities, resources and materials, assessment ideas, and a language component. All lesson plans conformed to the MLIS – Dalian standard.

### *Knowledge of content and curriculum*

Steve shows extensive knowledge of course content and how the content links to other disciplines. He delivered lesson content with confidence that demonstrated an exceptional level of understanding and preparation. His knowledge was demonstrated in his explanations of lesson topics, and the ability to field students' questions with accuracy. Steve is experienced in all grades of English language and literature instruction and demonstrates the ability to deliver the curriculum prescribed work with confidence.

### *Incorporates long and short-range goals and plans / Makes appropriate judgments on selecting materials / Designs coherent instruction including a variety of strategies*

Steve engaged in depth with all the resources available on the shared SharePoint site. He has made significant adaptations and improvements to the lesson plans, ppts, assessments and a wide variety of other resources available to educators. Creating resources to deliver new concepts is a particular strong point of his. Steve incorporates strategies in the classroom that builds on his knowledge and experience of an ELL educator. He has high expectations of his students and provides students with the resources and instruction to meet those expectations.

### *Plans appropriate assignments aligned with instructional goals.*

It is evident that assignments and assessments are linked to the curricular outcomes for the courses taught by Steve. Instructional goals, activities and purpose of lesson are linked to these outcomes. Steve is adapting to the structure of the World School assessment policy by utilizing formative assessments as a way for students to prepare to take rigorous summative final assessments. His focus is on consistently improving students before they attempt an assignment for the second time.

## **The Classroom Environment**

### *Organizes physical space to create a safe, accessible environment that supports learning activities*

Steve's class is set up in a way that students have access to resources and allows for him to move freely around the classroom and engage with students. For the most part, students are seated individually but chairs and desks can easily be re-arranged to allow for pair and group work.



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### *Creates a climate of respect and rapport*

There is a strong sense of mutual respect between student and teacher in Steve's classroom. Steve is respectful towards his students and utilizes humor in the classroom to build rapport and a safe atmosphere for students. Interactions between Steve and students are built on communal respect and as such he responds to disrespect calmly but firmly. An area of growth is to keep in mind that students will on occasion display negative behaviour but that it should not become a source of frustration for the educator; rather to replace frustration with understanding. In my observations, students did display increased risk-taking in the classroom and showed signs of being comfortable and safe.

### *Establishes a culture for learning – good study habits, assume responsibility for learning*

In my observations of Steve, he has been instilling valuable habits in students towards the aim of creating a class culture of learning. He consistently reminds students of the importance of taking succinct notes, completing assignments on time, and seeking help when needed. Steve has high but achievable expectations of students and motivates students to meet those expectations through ensuring that his classroom is based on set routines and that students use class time productively.

### *Manages classroom procedures with clear rules*

Steve displays skillful management of class time; lessons are planned to make effective use of class time. Steve manages to instill clear expectations of his students, and thus student behavior indicates that they understand routines and with regular guidance follow these established routines. Through my observations, agenda, purpose of the lesson and general information is always posted before the class even starts so that students engage with these before Steve addresses these aspects at the beginning of each lesson. Class discipline is managed through teacher expectations, routines and the educator enforcing classroom rules from the first day of class. Steve moves through his classroom to ensure that students remain on task.

### *Manages student behaviour with appropriate preventive and corrective discipline*

Steve has acted as mediator between students when a conflict arises and manages the role fairly and professionally. In my observations, Steve dealt with a student who was acting defiantly firmly but fairly. He showed understanding and leniency where appropriate and resolved the conflict quickly and without causing disruption to the rest of the class. Steve also displays good knowledge of the students in his class and attempts to prevent possible conflicts and discord through discussions between himself and his students.



## Instruction

MLIS-D has developed a set of principles for teaching 65-minute classes. This standard includes an expectation that teachers clearly communicate the purpose of the lesson to the students, that there be a variety of strategies in which there is student interaction, that among the series of lesson segments there be at least one that focuses on vocabulary and that there be a closure and review linked to the lesson purpose. Steve successfully incorporates all these components into the delivery of each lesson, especially interactive ways to enhance vocabulary.

*Engages students in learning with active, critical, and independent thinking*

Steve's instruction is clear and engaging. He provides well-defined explanations, and uses relevant, contextualized examples and references to help students understand the lesson topic. Students are required to actively listen, think critically, and respond to the lesson material. Steve affords students numerous opportunities for feedback and questioning throughout the lesson. Students are engaged throughout the lesson through a variety of strategies, and Steve ensures that students are never merely 'fed' the answers. He poses probing questions to enable students to reach a conclusion on their own. His focus on inward reflection and critical thinking is evident.

*Provides effective feedback to students*

Steve is a constant presence in the classroom which allows him to check in with students often. His feedback to students is language level appropriate and he often incorporates vocabulary or concepts in the subsequent class to ensure that students understand the content taught. Students receive in-depth feedback regarding formative assessments and Steve ensures that the students are all fully aware of assessment levels, so they can focus on areas of growth. In my observation, Steve provides detailed feedback on assessments (presentations / essays) to enable students to guide their own improvement. This aids differentiation in class.

*Has effective assessment practices*

Steve follows the assessment practices as set out by Maple Leaf World School curriculum as well as the English department policies regarding assessment. Steve uses both traditional summative assessments, such as quizzes, tests, as well as assignments and projects. His assignments and projects are varied and engaging, and students are visually able to display their learning. Adapting and formatting assessments to increase student engagement is a strong suit of Steve's, and he shares improved assessments with other members of the department freely.



*Demonstrates flexibility and responsiveness*

In-class timing is a section that Steve demonstrated very well in his lessons; students were allowed enough time to engage with him regarding assignments and class work. While observing Steve's classes I witnessed how he made impromptu adjustments to his lesson with very little disruption to the class. An area of growth identified would be ways of persisting when students lack intrinsic motivation to succeed in the course.

**Professional Responsibilities**

*Reflects on teaching and has personal professional goals.*

Steve has been receptive to feedback and constructive criticism provided. He has been working towards implementing suggestions into his daily practice and has shown signs of growth throughout the observation cycle. Steve is consistently working together with other members of the English department to improve lessons and assessments.

*Maintains accurate records and fulfills all grading and reporting requirements*

Steve maintains accurate records of student achievement and grades and stays in constant communication with all stakeholders (counselors and admin) on student learning. During reporting – and exam periods, Steve meets deadlines set by the school.

*Contributes to the school with positive relationships among staff, shares expertise and promotes collegiality.*

Steve has positive relationships with his colleagues at Maple Leaf, and unofficially takes a mentorship role in the English department with new teachers. Steve attends school ceremonies that are not mandatory but impact his students. He is always willing to share best practice and course knowledge with his colleagues.

*Contributes to the life of the school with extra-curricular activities*

Steve attends all mandatory school events and ceremonies. He has been involved with a music club in which students sang and then discussed the song lyrics in more depth. He has also been involved with a photography club.



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**Summary Statement**

Steve is an excellent educator who always looks for opportunities for growth in education. His authenticity in the classroom speaks to his passion for education, and investment in his students. Steve is a valued member of the English department and the school as whole.

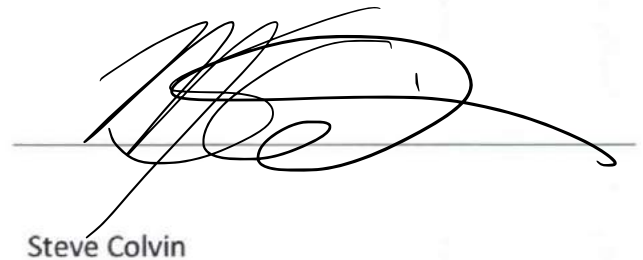
  


Elisabeth Van Zyl

Educational coordinator

Maple Leaf International School –  
Dalian

April 24<sup>th</sup>, 2023



Steve Colvin

Senior English teacher