

Faculty Classroom Observation Form

Seated Classes

Directions: This form is intended primarily as a checklist, not a scaled rating form. Reviews should indicate the presence of teaching activities/behaviors already established as indicative of effective teaching. Use NA if an item is not relevant for this class or for this instructor. To accommodate the diversity of pedagogical practices, criteria may be added with the approval of the dean for that program/discipline.

Although the observation can be used as a checklist, the observer may elect to provide a general rating for each subset of teaching practices using either a numeric or descriptive rating. Please keep in mind that the observation reflects a "**snapshot**" of teaching and is not intended as a representation of overall teaching practices. If the observer elects to provide a general rating for each subset, the following guidelines are suggested:

N - Needs Improvement P - Proficient A - Advanced E - Exemplary NA - Not Applicable

With numeric ratings, the intent is that each subset of teaching practices stands alone. There is no overall rating given to the instructor at the end of the observation form.

- When used with full-time faculty, the observation summary could be one piece of documentation used in the annual performance evaluation (PDP). It could be used by either the instructor to support Advanced or Exemplary ratings or by the Division Director to support Needs Improvement ratings.
- Division Directors, Discipline/Program Chairs, or their designee should check to make sure that the **online syllabus** for the course has been approved and is available for students. The course should address one of the critical core competencies.
- The process will be expedited if observer familiarizes him/herself with the form ahead of time.
- Observer is not required to complete narrative section following each category of teaching practices. This section can be used when needed to help illustrate a concern, an exceptional teaching behavior, or general trends noticed during the observation.
- A copy of both the Classroom Observation Form and the Teaching Self-Assessment will be given to both the observer and the instructor.
- A review with instructor should be conducted as soon as possible after observation.

Instructor: _____

Date: _____

Course Prefix and Number: _____

Course Title: _____

Number of Students: _____

Observer: _____

Online Syllabus Posted: _____

| <i>Check if Observed</i> | Variety and Pacing of Instruction | Rating |
|---|--|--------|
| <input type="checkbox"/> | Uses a variety of instructional methods | |
| <input type="checkbox"/> | Allows adequate wait time when asking questions | |
| <input type="checkbox"/> | Responds to wrong answers constructively | |
| <input type="checkbox"/> | Draws non-participating students into activities/discussion | |
| <input type="checkbox"/> | Prevents specific students from dominating activities/discussion | |
| <input type="checkbox"/> | Asks probing questions when student answers are incomplete | |
| <input type="checkbox"/> | Guides the direction of the discussion | |
| <input type="checkbox"/> | Refrains from answering own questions | |
| <input type="checkbox"/> | Mediates conflict or differences of opinions | |
| <input type="checkbox"/> | Uses active learning strategies (group work, paired discussions, polling) | |
| <input type="checkbox"/> | Provides explicit directions for active learning tasks (e.g. rationale, duration, product) | |
| <input type="checkbox"/> | Allows sufficient time to complete in-class assignments | |
| <input type="checkbox"/> | Specifies how learning tasks will be evaluated (if appropriate) | |
| <input type="checkbox"/> | Provides opportunities for students to practice what they have learned | |
| Examples of instructor actions or behaviors that demonstrate above: | | |
| | | |

| <i>Check if Observed</i> | Organization | Rating |
|---|---|--------|
| <input type="checkbox"/> | Begins and ends class on time | |
| <input type="checkbox"/> | Relates this and previous class(es), or provides students with opportunity to do so | |
| <input type="checkbox"/> | Provides and follows an outline or organization for the class session | |
| <input type="checkbox"/> | Has all necessary materials and equipment readily available | |
| <input type="checkbox"/> | Uses effective transitions between class topics | |
| <input type="checkbox"/> | Conveys the purpose of each class activity or assignment | |
| <input type="checkbox"/> | Completes the scheduled topics | |
| <input type="checkbox"/> | Summarizes periodically throughout and at end of class or prompts students to do so | |
| <input type="checkbox"/> | Takes attendance throughout the semester | |
| Examples of instructor actions or behaviors that demonstrate above: | | |
| | | |

| <i>Check if Observed</i> | Presentation Skills | Rating |
|---|--|--------|
| <input type="checkbox"/> | Communicates audibly and clearly | |
| <input type="checkbox"/> | Establishes and maintains eye contact with students | |
| <input type="checkbox"/> | Varies pace and tone to keep students alert | |
| <input type="checkbox"/> | Uses a presentation style that facilitates note-taking | |
| <input type="checkbox"/> | Uses positive and appropriate humor | |
| <input type="checkbox"/> | Incorporates various instructional supports (film, diagrams) | |
| <input type="checkbox"/> | Responds to changes in student attentiveness | |
| <input type="checkbox"/> | Handouts are easy to follow | |
| Examples of instructor actions or behaviors that demonstrate above: | | |
| | | |

| <i>Check if Observed</i> | Clarity | Rating |
|---|--|--------|
| <input type="checkbox"/> | Notes and explains new terms or concepts | |
| <input type="checkbox"/> | Elaborates or repeats complex information | |
| <input type="checkbox"/> | Uses examples to explain content | |
| <input type="checkbox"/> | Makes explicit statements drawing student attention to key ideas | |
| <input type="checkbox"/> | Pauses during explanations to ask and answer questions | |
| <input type="checkbox"/> | Relates new ideas to familiar concepts | |
| Examples of instructor actions or behaviors that demonstrate above: | | |
| | | |

| <i>Check if Observed</i> | Content Knowledge | Rating |
|---|--|--------|
| <input type="checkbox"/> | Makes accurate statements according to discipline standards | |
| <input type="checkbox"/> | Incorporates current research in the field | |
| <input type="checkbox"/> | Cites authorities to support statements | |
| <input type="checkbox"/> | Presents divergent viewpoints | |
| <input type="checkbox"/> | Makes distinctions between fact and opinion | |
| <input type="checkbox"/> | Communicates the reasoning process behind operations and/or concepts | |
| Examples of instructor actions or behaviors that demonstrate above: | | |
| | | |

| <i>Check if Observed</i> | Instructor-Student Interaction | Rating |
|---|---|--------|
| <input type="checkbox"/> | Attends respectfully to student comprehension or puzzlement | |
| <input type="checkbox"/> | Asks questions of students that challenge them to think more deeply | |
| <input type="checkbox"/> | Invites student participation and comments | |
| <input type="checkbox"/> | Incorporates student responses when appropriate | |
| <input type="checkbox"/> | Encourages students to respond to their peers throughout the discussions | |
| <input type="checkbox"/> | Treats students with respect | |
| <input type="checkbox"/> | Uses positive reinforcement to encourage student participation and intellectual risk-taking | |
| <input type="checkbox"/> | Encourages students to interact civilly/respectfully with each other | |
| <input type="checkbox"/> | Addresses potentially disruptive behaviors before they impact learning environment | |
| Examples of instructor actions or behaviors that demonstrate above: | | |
| | | |

| <i>Check if Observed</i> | Use of Technology | Rating |
|---|--|--------|
| <input type="checkbox"/> | Effectively incorporates a variety of instructional technologies to enhance student learning (PPT, websites, YouTube, blogs, etc.) | |
| <input type="checkbox"/> | Uses Bb or Moodle to provide supplemental materials | |
| Examples of instructor actions or behaviors that demonstrate above: | | |
| | | |

| <i>Check if Observed</i> | Discipline/Program Specific Teaching Behaviors | Rating |
|---|--|--------|
| | Example: Uses contextualized learning to help make content relevant for students | |
| <input type="checkbox"/> | | |
| <input type="checkbox"/> | | |
| <input type="checkbox"/> | | |
| <input type="checkbox"/> | | |
| <input type="checkbox"/> | | |
| <input type="checkbox"/> | | |
| Examples of instructor actions or behaviors that demonstrate above: | | |
| | | |

What went well in this class?

What suggestions for improvement do you have?

Follow-up: