

OBSERVATION FORM

CLASSROOM FACULTY

NOTE TO OBSERVER: Review the instructor's syllabus, the catalog description, and the course outline of record, which can be found on the Curriculum Committee website or in the Division Office, PRIOR to your observation. Evaluate the instructor's performance and contact with students using specific, detailed examples.

OVERALL OBJECTIVE: To determine whether the instructor demonstrates mastery of subject matter and proficiency in teaching.

RATING KEY:

A. Exceeds Expectations B. Meets Expectations C. Needs Improvement D. Unsatisfactory E. Not Enough Information/Not Applicable

Instructor: _____ Evaluator: _____

Class/Section: _____ Date _____ Scheduled Time: _____

Number of Students Attending: _____ Time Class Began: _____

Type of Class Observed (e.g., lecture, lab, demonstration, performance): _____

Subject Matter Covered (e.g., the primary subject matter focused upon during the session):

RATING KEY:

A. Exceeds Expectations B. Meets Expectations C. Needs Improvement D. Unsatisfactory E. Not Enough
Information/Not Applicable

| Rated section | A B C D E | Comments or examples of behavior |
|---|-----------|----------------------------------|
| <p>1. Methods of Instruction a. Please identify the methods of instruction used during the session in the Comments section (e.g., lecture, discussion, tutorial, group work, demonstration, laboratory exercise, or a combination of methods).</p> | | |
| <p>b. The instructor uses the instructional method(s) effectively (e.g., the method employed was interesting, used creatively, and enabled students to engage with the material).</p> | | |
| <p>2. Instructional Aids and Classroom Technology a. The instructor makes use of educational equipment and facilities, such as the white board or seating arrangements, visual or audio aids, or other forms of technology.</p> | | |
| <p>b. Instructional aids are current.</p> | | |
| <p>c. Instructional aids support the lesson.</p> | | |
| <p>3. Instructional Materials The instructor provides the materials necessary for the lesson to be completed.</p> | | |
| <p>4. Instructional Delivery a. The instructor speaks clearly and modulates the pace of his or her speech, showing enthusiasm for the subject matter and the students.</p> | | |
| <p>b. The instructor's handwriting on the white/chalk board is legible, grammatically correct, and organized.</p> | | |

| Rated section | A B C D E | Comments or examples of behavior |
|---|-----------|----------------------------------|
| <p>5. Knowledge of Subject Matter</p> <p>a. The instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret that information, and an ability to answer questions and reformulate explanations.</p> <p>b. The instructor shows awareness of recent/current developments, methods, and research in the field. Provide an example.</p> <p>c. The instructor shows a sufficient understanding of the technical aspects of the field. Provide an example.</p> | | |
| <p>6. Subject Matter</p> <p>The subject matter presented contributes to the course objectives in the course outline of record (COR) and the instructor's syllabus and relates to the description in the college catalog and schedule of classes.</p> | | |

| Rated section | A B C D E | Comments or examples of behavior |
|---|-----------|----------------------------------|
| <p>7. Student Centeredness a. The activities completed during the observed class period were commensurate with students' varying abilities and the objectives of the course. That is, the activities (which may include lecture) seem to meet the majority of the students where they are and guide them to the next level.</p> | | |
| <p>b. The instructor presents the subject matter in a way that allows for student engagement. Give an example.</p> | | |
| <p>c. Students are given the opportunity to provide feedback during the lesson to help them determine what they do and do not understand.</p> | | |
| <p>d. The instructor assesses whether students are assimilating the information and offers help when needed.</p> | | |
| <p>e. The instructor gives safety reminders/suggestions, if relevant.</p> | | |
| <p>f. (For Kinesiology classes) The instructor demonstrates progression/regression of movement.</p> | | |
| <p>g. (For Kinesiology classes) If a new movement is presented, the instructor demonstrates and explains the movement.</p> | | |
| <p>8. Content Logic a. Describe how the class period is organized.</p> | | |
| <p>b. The class follows an observable logic and leads to clear objectives.</p> | | |
| <p>c. (For Kinesiology classes) Class format is appropriate for activity.</p> | | |

| Rated section | A B C D E | Comments or examples of behavior |
|---|-----------|----------------------------------|
| <p>9. Communication with Students. Regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, the instructor:</p> | | |
| a. Listens to the students. | | |
| b. Answers questions clearly. | | |
| c. Pursues discussion to ensure students' understanding. | | |
| d. Encourages all students to participate in discussion or activity. | | |
| e. Allows students to express divergent viewpoints. | | |
| f. Treats all students respectfully. | | |
| g. Fosters a climate of respect. | | |

| Rated section | A B C D E | Comments or examples of behavior |
|---|-----------|----------------------------------|
| <p>10. Critical Thinking Skills The instructor stimulates critical thinking. Ways to promote critical thinking include but are not limited to:</p> <ul style="list-style-type: none"> * Presenting material inductively * Asking open-ended questions * Encouraging metacognition * Inviting inference and interpretation * Promoting independent thinking and the evaluation of ideas or principles <p>Give examples.</p> | | |

OVERALL PERFORMANCE RATING

- A. Exceeds expectations.
- B. Meets expectations.
- C. Needs improvement. (Improvement plan required. See Improvement Plan form.)
- D. Is unsatisfactory. (Improvement plan required. See Improvement Plan form.)

EVALUATOR COMMENTS:

I have met with the evaluatee and discussed the evaluatee's classroom observation.

Signed: _____ Date: _____

Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my classroom observation.

Signed: _____ Date: _____

Evaluee