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| --- | --- |
| Instructor Title:  Instructor Signature: | Course: |
| Observer Title:  Observer Signature: | Date: |
| Pre-Observation Conference Date: | Post-Observation Conference Date: |
| Faculty Member’s Focus for Observation (e.g., strategies, content delivery, engagement, assessments, flow and pacing, use of ai) | |
| Instructions: Respond to each of the following by checking the answer that best expresses your judgment. Use the following criterion:  2 - It was observed  1 - It was observed but needs improvement  0 - It was not observed  NA - Not applicable  *The scale is meant to be a nominal in nature. Therefore, it is not intended to be summed or averaged*. | |

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| **Section 1 Pre-Observation** | | | | | |
|  | 2 | 1 | 0 | NA | Comments |
| The objectives of the course are clearly stated in the syllabus. |  |  |  |  |  |
| The session is aligned to the course goals. |  |  |  |  |  |
| Planned activities are aligned to the course goals. |  |  |  |  |  |
| The assessment is aligned to the course goals. |  |  |  |  |  |
| Summary | | | | | |
| **Section 2 Classroom Observation** | | | | | |
|  | 2 | 1 | 0 | NA | Comments |
| ***Knowledge of Subject Matter*** | | | | | |
| Instructor exhibits knowledge and mastery of content. |  |  |  |  |  |
| The level of the material presented is appropriate to the course and students. |  |  |  |  |  |
| There is a focus on conceptual development. |  |  |  |  |  |
| The content is important to know within the discipline. |  |  |  |  |  |
| Critical thinking is fostered through divergent views. |  |  |  |  |  |
|  | **2** | **1** | **0** | **NA** | **Comments** |
| ***Organization and Clarity of Session*** | | | | | |
| The instructor established the relevance of information. |  |  |  |  |  |
| New material is linked to previously learned concepts. |  |  |  |  |  |
| Sequence of session was logically implemented. |  |  |  |  |  |
| Opportunities to distinguish major from minor points. |  |  |  |  |  |
| Examples and illustrations used to aid in conceptual development. |  |  |  |  |  |
| Visuals and handouts are provided to support verbal/oral presentation. |  |  |  |  |  |
| The pace of speaking is appropriate. |  |  |  |  |  |
| ***Teaching Strategies*** | | | | | |
| Active learning techniques are used to engage students. |  |  |  |  |  |
| Teaching method is appropriate to the goals of the course. |  |  |  |  |  |
| Students discuss and apply concepts during the session. |  |  |  |  |  |
| Student responses are incorporated into the discussion. |  |  |  |  |  |
| Students enter into a dialogue with instructor and other students. |  |  |  |  |  |
| Technology is used effectively during the lesson. |  |  |  |  |  |
| Summary | | | | | |
| **Section 3 Classroom Climate** | | | | | |
|  | 2 | 1 | 0 | NA | Comments |
| Atmosphere is conducive to learning. |  |  |  |  |  |
| Student participation is encouraged. |  |  |  |  |  |
| Student behavioral issues are responded to appropriately. |  |  |  |  |  |
| Students are treated respectfully. |  |  |  |  |  |
| Students are treated fairly. |  |  |  |  |  |
| Summary | | | | | |
| **Section 4 Post Observation** | | | | | |
| **Observer:** Reflect on your experiences as the observer. Describe strength and weaknesses of the session.  **Instructor:** Reflect on your experiences of being observed. Describe supports and changes to be implemented in future teaching. | | | | | |