

CLASSROOM OBSERVATION GUIDELINES

Observation guidelines include but are not limited to the following illustrative examples.

I. INSTRUCTION

Presentation

- € Learning (purpose and objectives) for the lesson is clearly stated (lesson overview).
- € Is there a connection of the current lesson to previous learning?
- € How clearly does the faculty member express their ideas?
- € Does the faculty member effectively communicate the subject matter to students?
- € The faculty member speaks in a clear and well-modulated voice.

Techniques and Strategies

- € What method(s) of instruction did the teacher use?
- € Was the selection and use of each method appropriate and effective? Why? Why not?
- € What were the various means (lecture, group discussion, student input, inquiry/questions, role playing, information processing activities, other) used by the faculty member to provide information for students to acquire learning?
- € What principles of learning did the faculty member employ?
- € Are the desired skills clearly demonstrated by the faculty member?
- € How did the faculty member encourage students to think and hypothesize?

Instructional Materials

- € Uses the various techniques and equipment to make the presentation of the lesson as interesting as possible.
- € Supplements textbook materials with other references such as journals, hand-outs, etc.
- € The use of audiovisual aids were effective in helping student learning.

Student-Faculty Interaction

- € Does the faculty member show respect for students?
- € Do the students feel free to ask the faculty member questions?

- € Are the students allowed enough time to answer questions?
- € Is the faculty member receptive to students' expression of their viewpoint?
- € Does it seem like the faculty member carefully listens to students' comments?
- € Does the faculty member show sensitivity to students' needs

II. MANAGEMENT

Planning and Preparation

- € Was the faculty member following the course syllabus?
- € Is it evident that the faculty member was well prepared for class?
- € Were the activities varied and well organized?
- € Do the lesson techniques and strategies have a clear sequence and/or well organization design?



Classroom Environment

- € What is the learning environment like?
- € How is the learning environment conducive to learning (safe, pleasant, and orderly)?
- € Is the area setup with the appropriate resources and/or equipment?
- € Does the faculty member's facilitation/intervention skills build a positive classroom environment?

Use of Class Time

- € How consistent is the faculty member in maintaining their class schedule?
- € Does the faculty member employ appropriate strategies to use allocated time effectively?
- € How is the faculty member's time divided among the students?
- € Does the faculty member check to determine if students are progressing on task?

EVALUATION PLAN

Initials:  
VCT SEB
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- € The faculty member uses minimum class time for non-instruction routines, thus maximizing time on task.

Student Motivation

- € How does the faculty member arouse student interest in the lesson and/or topic?
- € What forms of motivation were used during the class session?

Classroom Behavior

- € Faculty member is able to manage student behavior in a constructive manner.
- € The faculty member remains alert to student behavior that is consistent or inconsistent with their established classroom rules and procedures.
- € When necessary, constructive verbal feedback is provided to students and/or appropriate action is taken to maintain behavior that is conducive to learning.

Feedback and Evaluation

- € How does the faculty member regularly check student understanding?
- € How did the faculty member give feedback to students?
- € How did the faculty member monitor and assess student performance to ensure students were proceeding towards the outcome?
- € How does the faculty member determine whether or not students have mastered the objectives?

III. CONTENT EXPERTISE

Knowledge

- € Does the faculty member demonstrate knowledge of the subject matter?
- € Is the subject matter explained effectively?
- € Is the faculty member able to explain the subject matter without relying solely on the prescribed readings?
- € Contributions (in lecture, discussion, groups, laboratory, etc).
- € Does the faculty member make the subject matter relative?

- € Does the faculty member present problems and issues relevant to topic(s) of discussion?
- € Does the faculty member relate current discussion to concepts previously learned by students (show how the present topic is related to those topics that have been taught or that will be taught)?
- € Is the faculty member able to relate topics discussed in the lesson to practical situations and/or existing student experiences in a meaningful manner?

ONLINE & HYBRID COURSES

Types of Engagement

Guidelines for Observations

Type of Engagement	Definition	Common measurement that teachers can use in virtual settings
Behavioral	How often and for how long learners engage with course materials	<ul style="list-style-type: none">• Amount of time a student spends on a virtual learning module• Number of logins to a course site• Consistency of interactions with course materials• Assignments completed• Level of participation in online discussion forums
Cognitive	How learners think about and make connections with what they are learning	<ul style="list-style-type: none">• Performance on assignments• Interactions with threaded discussions• Quality of interactions with a session• Word usage in online discussion forums
Emotional	Level of connectedness and caring that learners feel in their learning community	<ul style="list-style-type: none">• Student satisfaction with the course and instructor• How students communicate and interact with the instructor and peers• The quality and quantity of student involvement• Emotional reaction to course and whether students feel valued