|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLASSROOM OBSERVATION** | | | | | | | | |
| Name of Instructor: | |  |  |  | Class: |  |  | |
| Observed by: | |  |  |  | Date: |  |  | |
|  |  | |  |  |  |  |  | |
|  | *\*Please note if any component is not observed.* | |  | **Excellent** | **Good** | **Adequate** | | **Needs Improvement** |
| **PLANNED LESSON** | | | | | | | | |
| Instructor has a planned, organized lesson which shows evidence of a) goals, b) sequence, and c) connection to previous and future lessons. | | | | 4 | 3 | 2 | | 1 |
| **PROFESSIONALISM** | | | | | | | | |
| Demonstrates professional manner and attitude at all times. | | | | 4 | 3 | 2 | | 1 |
| **RESPECT FOR STUDENTS** | | | | | | | | |
| Instructor relates to students as adults, shows awareness of and respect for their cultural and learning style differences, and appreciates their individuality. | | | | 4 | 3 | 2 | | 1 |
| **CLASSROOM ATMOSPHERE** | | | | | | | | |
| Instructor creates a supportive environment where students are relaxed and willing to make mistakes and express their opinions. | | | | 4 | 3 | 2 | | 1 |
| **VARIETY OF TECHNIQUES & ACTIVITIES** | | | | | | | | |
| Instructor uses a variety of instructional techniques appropriate to the lesson and the students’ needs and level (e.g. role plays, small groups work, games). | | | | 4 | 3 | 2 | | 1 |
| **PACING** | | | | | | | | |
| Pacing allows time for explanations and practice but doesn’t drag or cause the majority of the class to wait for a few students who work slowly. | | | | 4 | 3 | 2 | | 1 |
| **KNOWLEDGE OF SUBJECT** | | | | | | | | |
| The instructor demonstrates understanding of the concepts being taught and provides accurate information to the students. | | | | 4 | 3 | 2 | | 1 |
| **INSTRUCTIONAL EXPLANATIONS** | | | | | | | | |
| Instructor provides clear models and/or explanations on a level accessible to the students. | | | | 4 | 3 | 2 | | 1 |
| **QUALITY OF VISUALS** | | | | | | | | |
| Instructor’s visual presentations are accurate, well organized, legible, and clear (chalkboard, charts, overheads, pictures, etc.). Equipment is set up in advance. | | | | 4 | 3 | 2 | | 1 |
| **FLEXIBILITY** | | | | | | | | |
| Adapts the lesson plan to accommodate student needs that arise during the class, but avoids irrelevant digressions. Takes advantage of “teachable moments” to explain or clarify important information. | | | | 4 | 3 | 2 | | 1 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  | **Excellent** | **Good** | | **Adequate** | | **Needs Improvement** | |
| **FEEDBACK** | | | | | | | | | | |
| Instructor responds effectively to student comments and questions. The instructor knows what to correct and what to ignore, gives encouragement, and promotes self and/or peer correction. | | | | 4 | 3 | | 2 | | 1 | |
| **PUNCTUALITY** | | | | | | | | | | |
| Instructor starts and ends class on time and provides breaks in accordance with department policy. | | | | 4 | 3 | | 2 | | 1 | |
| **CLASS AND STUDENT MANAGEMENT** | | | | | | | | | | |
| Maintains a classroom social environment conducive to teaching and learning, discourages/responds effectively to disruptive students, demonstrates strategies for handling quiet/talkative students. | | | | 4 | 3 | | 2 | | 1 | |
| Responds to interruptions, technical and institutional problems in a calm, rational manner that focuses on resolving the difficulty. | | | | 4 | 3 | | 2 | | 1 | |
| **STRENGTHS** | | | | | | | | | | |
| **WEAKNESSES** | | | | | | | | | | |
| **DEVELOPMENT PLAN**  *Identify the instructional areas on which to improve in order to increase teaching effectiveness. For each area listed, indicate supporting activities to achieve effectiveness.* | | | | | | | | | | |
| **FOLLOW-UP ASSESSMENT:**  *To be filled out by the observer and signed by the observer and instructor.* | | | | | | | | | | |
| |  |  | | --- | --- | |  | Routine, periodic observations. | |  | Routine, periodic observations plus a follow-up meeting with a full-time instructor and/or the division dean within two terms after the observation. | |  | Regular, periodic observations and a follow-up meeting with a full-time instructor and/or the division dean for each of the next two consecutive terms; required visits of other classrooms to observe different instructors. | |  | An observation each term for the next two to three terms; follow-up meetings with a full-time instructor and/or the division dean to discuss improvement s that need to be made and to document progress; required classroom visits to observe different instructors an individual professional improvement plan (for example, peer mentoring). | | | | | | | | | | | |
|  | | | | | | | | | | |
| OBSERVER’S NAME: | |  | | | | DATE OF OBSERVATION: | | | |  |
| OBSERVER’S SIGNATURE: | |  | | | |  | | | | |
| **I HAVE READ THE ABOVE AND AM AWARE THAT IT WILL BECOME PART OF MY DEPARTMENT AND/OR PERSONNEL FILE. I ALSO UNDERTAND THAT I MAY WRITE A RESPONSE TO THIS EVALUATION FOR INCLUSION IN MY DEPARTMENT AND/OR PERSONNEL FILE.** | | | | | | | | | | |
| INSTRUCTOR’S NAME: | |  | | | | | | DATE: | |  |
| INSTRUCTOR’S SIGNATURE: | |  | | | | | |  | | |
|  | |  | | | | | |  | | |