# Classroom Observation Form (all instructors, all modalities)

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| **Instructor:** | **Course:** |
| **Observer:** | **Date/Time:** |
| **Students Attending:** | **Students Enrolled:** |
| **Topic:** |  |

**Needs Improvement=NI, Proficient=P, Highly Proficient=HP, Not Applicable=NA**

The classroom observation process is designed to foster excellence in teaching and learning. Some of the factors that contribute to effectiveness in the classroom are listed below; while there is no “one-size-fits-all” approach to this evaluation, there are certain criteria (the categories below) that apply to all. Please note: **The items listed in each category below are only EXAMPLES of what observers should watch for and are NOT meant as a comprehensive “to do” or “check-off” list, but are intended as** potential points for feedback.

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| **Category** | **NI/P/**  **HP/NA** | **Comment** |
| **Syllabus**  The bullets provided here are NOT a checklist. These prompts are used as a guide for the comments provided in the right-hand column. |  |  |
| * Uses the information from the current RRCC syllabus template for the course modality * Syllabus is accessible * Syllabus is error-free (i.e., current dates, instructor information, grammar) * Syllabus contains college and/or department inserts as needed * Other: |  |  |
| **D2L Shell**  The bullets provided here are NOT a checklist. These prompts are used as a guide for the comments provided in the right-hand column. |  |  |
| * Includes syllabus * Utilizes gradebook * Satisfies appropriate checklist (remote/hybrid/online) * Other: |  |  |
| **Category** | **NI/P/**  **HP/NA** | **Comment** |
| **Organization and structure of session**  The bullets provided here are NOT a checklist. These prompts are used as a guide for the comments provided in the right-hand column. |  |  |
| * Developed plan to achieve class/course outcome(s), through activities and interactions. * Proficient and confident with appropriate technology * Supports school and department policies and procedures, mission, vision, values, and learning competencies * Structured to promote diversity, equity, and inclusivity in the classroom * Session learning objectives, outcomes, and assessment align with course and program outcomes * Creates opportunities for students to demonstrate their understanding or interpretation of information * Other: |  |  |
| **Delivery of Content Knowledge**  The bullets provided here are NOT a checklist. These prompts are used as a guide for the comments provided in the right-hand column. |  |  |
| * Clearly explains the content using appropriate vocabulary and relevant examples * Demonstrates expertise of the subject matter or skill being presented * Makes appropriate use of eye contact, body language and classroom space * Expectations are clearly conveyed * Answers students' questions with competence and in a way that promotes understanding * Assesses students' understanding of the material * Uses multiple approaches or techniques to encourage critical, independent, and reflective thinking * Demonstrates good verbal and written communication skills (e.g., good speaking rate, volume, etc.) * Delivery is dynamic and engaging * Other: |  |  |

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| **Category** | **NI/P/**  **HP/NA** | **Comment** |
| **Professionalism**  The bullets provided here are NOT a checklist. These prompts are used as a guide for the comments provided in the right-hand column. |  |  |
| * Treats all students with respect and in a professional manner * Demonstrates suitable time management (e.g., class begins and ends on time utilizes the class period effectively, maintains focus) * The session demonstrates forethought and preparation * Other: |  |  |
| **Teaching methodologies and materials appropriate for course level**  The bullets provided here are NOT a checklist. These prompts are used as a guide for the comments provided in the right-hand column. |  |  |
| * Used appropriate methods and materials to introduce class objectives/outcomes to diverse learners * Learning activities align with course outcomes * Demonstrates appropriate scaffolding of skills and concepts * Provides sufficient opportunity for student engagement at the appropriate level to support course outcomes * Provides resources to help students have a deeper understanding of subject matter * Other: |  |  |
| **Student/Instructor Interaction and Engagement**  The bullets provided here are NOT a checklist. These prompts are used as a guide for the comments provided in the right-hand column. |  |  |
| * Creates opportunities for students to engage in inquiry and critical thinking * Facilitates individual student learning * Inspires students to look deeper into the subject matter * Makes deliberate effort to involve all students * Knows and refers to students by name and by using preferred pronouns * Other: |  |  |
| **Category** | **NI/P/**  **HP/NA** | **Comment** |
| **Classroom Climate**  The bullets provided here are NOT a checklist. These prompts are used as a guide for the comments provided in the right-hand column. |  |  |
| * Demonstrates passion for field of study * Creates learning environment that is safe and inviting (considers diversity, equity, and inclusion) * Encourages all students to share knowledge and experience. * Demonstrates a positive and effective approach to classroom management * Appears to have good rapport with students * Other: |  |  |
| **Lab/Skills/Studio**  The bullets provided here are NOT a checklist. These prompts are used as a guide for the comments provided in the right-hand column. |  |  |
| * Effectively monitors safety and ensures proper techniques are utilized * Provides appropriate feedback and reinforcement to students throughout the session * Provides clear instructions or demonstrates proper technique for the session * Conveys clear expectations and follows through for organization and maintenance of the workspace * Circulates and observes students as they work providing them with individual instruction as needed * Other: |  |  |

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| **Strengths** |
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| **Suggestions** |
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The instructor will receive a copy of the completed Classroom Observation Form within one week of the visit. The Classroom Observation Form will be signed by the instructor and returned to the supervisor (observer) within one week of receipt.

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| Observer’s Signature: | Date: |

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| Instructor’s Signature: | Date: |