

FACULTY TEACHING OBSERVATION

INSTRUCTOR: _____

SEMESTER/YEAR: _____

FULL TIME

PART TIME

COURSE AND SECTION NUMBER: _____

COURSE TITLE: _____

OBSERVER'S NAME: _____

TITLE: _____

DATE OF OBSERVATION: _____ LENGTH OF VISIT: _____ # OF STUDENTS: _____

DIRECTIONS: The Observer will use the Faculty Observation Rubric when evaluating the Instructor. Every category must contain specific comments and/or examples to quantify the observer's rating and suggestions for improvement when applicable. The observation rubric gives concise, descriptive prompts (placed within parentheses) for each category; however, the observer's comments are not just limited to those descriptors. Mark the observation scale in the relevant area.

REVIEWED LESSON AND RELEVANCE TO SYLLABUS/COURSE OUTLINE:

INSTRUCTIONAL TECHNIQUES USED:

- | | |
|--|---|
| <input type="checkbox"/> Audio/Visual | <input type="checkbox"/> Interactive Activity |
| <input type="checkbox"/> Class Discussion | <input type="checkbox"/> Lecture |
| <input type="checkbox"/> Clinical/Lab | <input type="checkbox"/> Small Group Activities |
| <input type="checkbox"/> Individual Student Assistance | <input type="checkbox"/> Web-Enhanced |

Scale	Exceeds Expectations (E)	Meets Expectations (M)	Below Expectations (B)	N/A or N/O
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GOALS & OBJECTIVES:	E <input type="checkbox"/>	M <input type="checkbox"/>	B <input type="checkbox"/>	N/A or N/O <input type="checkbox"/>
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(Clearly stated verbally or written)

Comments:

Instructor's Name: _____
Course: _____

Scale	Exceeds Expectations (E)	Meets Expectations (M)	Below Expectations (B)	N/A or N/O	
		E <input type="checkbox"/>	M <input type="checkbox"/>	B <input type="checkbox"/>	N/A or N/O <input type="checkbox"/>

ORGANIZATION OF CLASS MEETING:
(Organized progression from each activity to the next)

Comments:

Scale	Exceeds Expectations (E)	Meets Expectations (M)	Below Expectations (B)	N/A or N/O	
		E <input type="checkbox"/>	M <input type="checkbox"/>	B <input type="checkbox"/>	N/A or N/O <input type="checkbox"/>

USE OF CLASS TIME:
(Punctuality and use of class time)

Comments:

Scale	Exceeds Expectations (E)	Meets Expectations (M)	Below Expectations (B)	N/A or N/O	
		E <input type="checkbox"/>	M <input type="checkbox"/>	B <input type="checkbox"/>	N/A or N/O <input type="checkbox"/>

CLASSROOM MANAGEMENT:
(Control of classroom environment)

Comments:

Instructor's Name: _____
Course: _____

Scale	Exceeds Expectations (E)	Meets Expectations (M)	Below Expectations (B)	N/A or N/O
SUBJECT MATTER EXPERTISE: (Mastery of and currency in subject matter)	E <input type="checkbox"/>	M <input type="checkbox"/>	B <input type="checkbox"/>	N/A or N/O <input type="checkbox"/>

Comments:

Scale	Exceeds Expectations (E)	Meets Expectations (M)	Below Expectations (B)	N/A or N/O
PRESENTATION & DELIVERY: (Awareness of demeanor, vocabulary and articulation)	E <input type="checkbox"/>	M <input type="checkbox"/>	B <input type="checkbox"/>	N/A or N/O <input type="checkbox"/>

Comments:

Scale	Exceeds Expectations (E)	Meets Expectations (M)	Below Expectations (B)	N/A or N/O
STUDENT INVOLVEMENT: (Evidence of active engagement and participation by students)	E <input type="checkbox"/>	M <input type="checkbox"/>	B <input type="checkbox"/>	N/A or N/O <input type="checkbox"/>

Comments:

Instructor's Name: _____
Course: _____

Scale	Exceeds Expectations (E)	Meets Expectations (M)	Below Expectations (B)	N/A or N/O
RAPPORT:	E <input type="checkbox"/>	M <input type="checkbox"/>	B <input type="checkbox"/>	N/A or N/O <input type="checkbox"/>

(Evidence of mutual respect and professionalism)

Comments:

OVERALL CLASS OBSERVATION RATING:

Exceeds Expectations Meets Expectations Below Expectations N/A or N/O

SUMMARY OF OBSERVATION:

Observer's Comments:

Observer's Signature: _____ **Date:** _____

Instructor's Comments:

Instructor's Signature: _____ **Date:** _____

Division Chair's Signature: _____ **Date:** _____

Comments (optional) : _____

Dean's Signature: _____ **Date:** _____

Faculty Teaching Observation Rubric

Rating Scale Areas Being Evaluated	Exceeds Expectations	Meets Expectations	Below Expectations
Goals & Objectives	Instructor clearly presents and refers to the goals and objectives and how they support the learning outcome(s) for the session/period.	Instructor's goals are sufficiently clear and adhere to course objectives.	Instructor presentation and reference to goals and objectives is very weak to non-existent.
Organization of Class Meeting	Instructor builds upon the course outline to enhance students' learning of the material.	Instructor follows course outlines and provides learning opportunities.	Instructor does not follow course outlines, thus limiting learning opportunities.
Use of Class Time	Instructor's use of class time was well planned and paced. Instructor maximized use of class time.	Instructor's use of class time was adequately planned and paced.	Instructor spent more time off subject matter than on, or misallocated time in directions that do not support the purpose of this course.
Classroom Management	Instructor maintains control of all classroom activities and manages discussions and student interaction well.	Instructor maintains control of classroom activities.	Instructor controls the class too much so as to be stifling or not enough so as to appear too lax.
Subject Matter Expertise	Instructor demonstrates an expert knowledge of the subject matter, based on current research and explains it well to the students.	Instructor has knowledge of the subject matter based on current research, and can explain it sufficiently well for students.	Instructor knows the subject matter somewhat well but is unable to explain it well to the students.
Presentation & Delivery	Instructor's presentation is very well structured, and content is well organized and relevant. Delivery is stimulating, highly engaging, dynamic, and presented with confidence.	Instructor's presentation is clear, direct, and relevant. Delivery is engaging. Instructor demonstrates confidence.	Instructor's presentation lacks confidence, is not relevant, is disorganized and delivery is very weak.
Student Involvement	Instructor challenges the students by providing opportunities for student interaction through questions, class activities, discussions, and/or group assignments.	Instructor plans and provides for student interaction through questions, class activities, discussions and/or group assignments.	Instructor provides limited or no opportunities for students to become involved by asking questions, participating in group assignments or discussions.
Rapport	Instructor connects and interacts well with students and appears to have built a strong atmosphere of learning and mutual respect.	Instructor connects and interacts with students and maintains a comfortable classroom atmosphere.	Instructor does not interact well with students and reflects a lack of respect towards students.