**Instructional Observation Form for Faculty/Instructor**

Faculty/Instructor: Course Observed:

Observer: Date:

The Faculty/Instructor and supervisor will jointly select the course to be observed. They may discuss specific teaching practices to focus on within each of the following categories: Focus and Organization of Presentation, Methods of Engaging Students, and Classroom Rapport and Climate. The supervisor will provide comments for each category in the designated space as well as any highlighted strengths, areas for improvement, or additional comments. The Faculty/Instructor and the supervisor will sign the observation form to acknowledge the observation was completed. The observation form will be kept in the Department of the Faculty/Instructor and used as part of the Annual Faculty Performance and Evaluation Process for all full-time Faculty members. This evaluation process does not affect part-time Instructors.

**Factor I: Focus and Organization of Instruction**

1. The lesson is designed to help students achieve learning objectives aligned with the course syllabus.

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1. The lesson demonstrates effective preparation and delivery.

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1. The lesson integrates one or more of the following skills: reading, writing, computation, communication, critical thinking, and diversity appreciation.

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1. The Faculty/Instructor clearly defines expectations and student responsibilities.

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1. The Faculty/Instructor effectively reinforces student understanding by providing summaries at the end of each lesson series.

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**Factor II: Methods of Engaging Students with the Material**

1. The Faculty/Instructor creates a supportive learning environment that challenges students to think critically, while also stimulating engagement through effective questioning.

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1. The Faculty/Instructor encourages student communication and participation while allowing others to hold differing views or values.

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1. The Faculty/Instructor promotes student learning by using a variety of methods and materials with examples such as: videos, articles, activities, collaboration, and/or technology.

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1. The Faculty/Instructor is aware of student behavioral cues regarding instruction (changes in body language, loss of attentiveness or focus, etc.) and adjusts accordingly.

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1. The Faculty/Instructor helps students see the relevance of the lesson by connecting it to current events, entertainment, personal situations, and professional opportunities.

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**Factor III: Instructional Rapport and Climate**

1. The Faculty/Instructor demonstrates positive interaction with students, characterized by professionalism, empathy, dignity, and respect.

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1. The Faculty/Instructor recognizes diverse learning styles, shows an awareness of special needs, and implements accessibility accommodations.

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1. The Faculty/Instructor’s actively listens to students, demonstrating attention and encouragement.

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1. The Faculty/Instructor exhibits a positive attitude and builds student confidence.

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**Strengths:**

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**Areas of Improvement for Teaching Effectiveness:**

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**Additional Comments:**

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**Observer Signature**: **Date**:

**Faculty/Instructor Signature**: **Date**: