

Classroom Observation

What am I observing?

What is on the syllabus for the day?

Description	Observations and Reflective Feedback
<p>Lesson Aligned to Learning Outcomes</p> <p>The instructor has created a lesson plan that clearly indicates alignment to outcomes, illustrates a collection of evidence of learning that students will create, and identifies learning opportunities which will give students the ability to create the evidence of learning. Evidence exists that the instructor communicated coursework alignment to outcomes to students (e.g. outcomes/objectives on whiteboard, instructor verbalizes alignment, syllabus indicates alignment) and there is evidence of student interaction with the outcomes throughout the lesson.</p> <p>Not Observed: No opportunity to observe Needs Improvement: Although called for, no observable evidence is found. Developing: Although an observable attempt is made, additional work is needed before expectations are met. Meets Expectations: Observable evidence exists. Exceeds Expectations: Observable evidence exists which is innovative/creative and would serve as a model for other faculty.</p>	

Professional Learning Environment

The instructor constructs an environment that is safe, professional, and conducive to learning. Student communication (student to student, student to instructor) is professional in nature and situation appropriate.

Examples: Sets and holds students accountable to rules and policies; continually monitors student behaviors; consistently applies consequences when rules and procedures are not followed; and positively recognizes adherence to expectations; instructor holds students accountable for attire, communication (peer to peer and student to instructor), behavior, and attitude.

Not Observed: No opportunity to observe

Needs Improvement: Although called for, no observable evidence is found.

Developing: Although an observable attempt is made, additional work is needed before expectations are met.

Meets Expectations: Observable evidence exists.

Exceeds Expectations: Observable evidence exists which is innovative/creative and would serve as a model for other faculty.

Instructor Behaviors

The instructor incorporates a variety of instructional strategies to add interest, enhance learning, and develop rapport with students.

Examples: Scans the classroom; incorporates activities; manages response rate; incorporates physical movement; keeps a lively pace; includes intensity and enthusiasm; engages in friendly debate; provides opportunity for student self-sharing; uses verbal and nonverbal behaviors that indicate caring for the student; remains unbiased and professional; utilizes “chunking”; and presents unusual/intriguing information.

Not Observed: No opportunity to observe

Needs Improvement: Although called for, no observable evidence is found.

Developing: Although an observable attempt is made, additional work is needed before expectations are met.

Meets Expectations: Observable evidence exists.

Exceeds Expectations: Observable evidence exists which is innovative/creative and would serve as a model for other faculty.

Student Engagement

The instructor structures the class to ensure students are fully engaged

Examples: Requires participation from all students; chooses non-volunteers to check for understanding; develops course content that requires engagement from all students; students are actively engaged with lecture as demonstrated by discussions, note taking, etc; instructor provides additional learning opportunities for students that complete assignments early.

Not Observed: No opportunity to observe

Needs Improvement: Although called for, no observable evidence is found.

Developing: Although an observable attempt is made, additional work is needed before expectations are met.

Meets Expectations: Observable evidence exists.

Exceeds Expectations: Observable evidence exists which is innovative/creative and would serve as a model for other faculty.

**Student Evidence of Learning:
Acquiring New Knowledge**

Instructor provides opportunities for students to produce evidence of learning that demonstrates the students' ability to understand and remember information.

**Bloom's Focus: Remembering,
Understanding**

Examples: Students are recalling, recognizing, identifying, defining, listing, classifying, summarizing, explaining, comparing, paraphrasing, discussing. Provides opportunity for students to collaborate on new knowledge; points out connections to previous knowledge; asks stimulating questions; caters to a variety of learning styles; encourages reflection of learning.

Not Observed: No opportunity to observe

Needs Improvement: Although called for, no observable evidence is found.

Developing: Although an observable attempt is made, additional work is needed before expectations are met.

Meets Expectations: Observable evidence exists.

Exceeds Expectations: Observable evidence exists which is innovative/creative and would serve as a model for other faculty.

**Student Evidence of Learning:
Deepening Knowledge**

The instructor provides opportunities for students to deepen their understanding of content.

Bloom's Focus: Applying, Analyzing, Evaluating

Examples: Students are: completing, using, examining, illustrating, classifying, solving, comparing/contrasting, implementing, using, differentiating, distinguishing, organizing, analyzing, critiquing, judging, monitoring, testing, assessing, appraising, evaluating. Engages students in review activities; provides opportunity for students to collaborate and practice with knowledge; assigns activities and coursework designed to deepen student knowledge.

Not Observed: No opportunity to observe

Needs Improvement: Although called for, no observable evidence is found.

Developing: Although an observable attempt is made, additional work is needed before expectations are met.

Meets Expectations: Observable evidence exists.

Exceeds Expectations: Observable evidence exists which is innovative/creative and would serve as a model for other faculty.

**Student Evidence of Learning:
Cognitive Complexity**

The instructor organizes the class to provide a cognitively complex and learner-centered environment where the student is creating meaning with the content.

Bloom's Focus: Creating

Examples: Students are generating, planning, producing, constructing, designing, developing, inventing, deciding, composing, imagining, creating. Each student is in the position of decision-making and problem solving through experimental inquiry, or investigation.

Not Observed: No opportunity to observe

Needs Improvement: Although called for, no observable evidence is found.

Developing: Although an observable attempt is made, additional work is needed before expectations are met.

Meets Expectations: Observable evidence exists.

Exceeds Expectations: Observable evidence exists which is innovative/creative and would serve as a model for other faculty.

Action Plan and Follow-Up Notes:

