

**Appendix F: Class Observation Assessment Form**

**DIRECTIONS**

1. This form is intended for observations of face-to-face class meetings. For online class observations, the dean/supervisor should use Quality Matters™ or a similar rubric.
2. The dean/supervisor will review with the instructor the class observation process and expectations for the class observation.
3. The instructor should identify possible course(s), section(s), day(s), and time(s) for the class observation. The dean/supervisor will make the final decision about which class will be observed.
4. **Part 1: Background Information** on this form will be completed by the instructor and forwarded to the dean/supervisor observer at least 24 hours before the class observation.
5. **Part 2: Assessment** on this form will be completed by the dean/supervisor observer and returned to the instructor no more than one week after the observation.
6. **Part 3: Response** on this form will be completed by the instructor and returned to the dean/supervisor observer no more than one week after receiving the Part 2 Assessment.
7. The instructor and dean/supervisor observer will meet in person no more than two weeks after the class observation to discuss the class session, the assessment, and the instructor’s response. The instructor and supervisor observer will identify both areas of excellence and areas of potential improvement in the instructor’s practice. The instructor and supervisor observer will identify specific strategies for addressing areas of potential improvement.

Instructor Name		Position Title	
Supervisor Observer Name		Position Title	
Catalog/Section Number of Observed Class		Course Title	
Date and Start/End Times of Observation		Location	

## PART 1: OBJECTIVES

(To be completed by the instructor at least 24 hours before the class observation.)

1. What are the <u>student learning outcomes</u> for this class session?
2. What methods will be used to foster <u>instructor-student interaction</u> ?
3. What methods will be used to foster <u>collaborative learning among students</u> ?
4. What methods will be used to facilitate <u>active learning</u> ?
5. What methods will be used to develop students' <u>high order cognitive skills</u> (e.g. analyzing, evaluating, creating)?
6. What methods will be used to meet a <u>diversity of learning styles</u> ?
7. What <u>support materials</u> (technology, media, handouts, etc.) will be used to achieve instructional objectives?

## PART 2: ASSESSMENT

(To be completed by dean/supervisor observer no more than one week after the class observation.)

1. The instructor was prepared for the class session.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
2. The instructor described the learning outcomes to students at the start of the class session.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
3. The instructor successfully interacted with students.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
4. The instructor facilitated student-to-student interaction to achieve instructional objectives.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
5. The instructor employed methods to facilitate active learning.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
6. The instructor employed methods to develop students' high order cognitive skills (e.g. analyzing, evaluating, creating).		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		

7. The instructor employed methods to target a variety of student learning styles.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
8. The instructor effectively used support materials (e.g., technology, media, handouts, etc.) to achieve instructional objectives.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
9. The stated learning outcomes were achieved.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
10. The instructor summarized learning outcomes for the class session, explained how they connect to previous and to upcoming learning outcomes, and communicated to students, <u>both verbally and in writing</u> (e.g. through Blackboard, on the chalkboard, in the syllabus), the assignments due for the next class session(s).		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific instances where the instructor exceeded expectations. (If the instructor did not exceed expectations in any of the four areas, please note that.)		
Comments:		
12. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific teaching behaviors the instructor could improve upon. (Note: A behavior targeted for improvement does not necessarily indicate subpar performance; instead, it may indicate the potential to further develop an excellence.)		
Comments:		

### **PART 3: RESPONSE**

(To be completed by the instructor no more than one week after reviewing the completed Part 2 above.)

Instructor comments after reviewing Part 2 above or after meeting with the supervisor observer to discuss Part 2 above.

Comments:

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean/supervisor Observer Signature

\_\_\_\_\_  
Date