Open-Ended Observation

Name of Instructor: Course number and name:

Name of Observer: Course enrollment / Format:

Date: Description of space:

Instructions: Observe the class meeting. Note your observations here.

Focus on Learner-centered, Active Learning, Reflective Practice

Name of Instructor: Course number and name:
Name of Observer: Course enrollment / Format:
Date: Description of space:

Instructions: Note which of the following behaviors associated with effective group work occur and to what extent:

	Comments:
Behaviors Associated with Learner Centered: ● **Substantial dialog** between students and instructor ● Instructor **invites input** from students & regularly inquires into how/ if students are learning ● During group work, instructor serves as a **monitor or facilitator** without dominating or disrupting the group process.	
Behaviors Associated with Active Learning: ● Students spend balance of class time **applying knowledge** ● Instructor facilitates **learning through questioning** ● Students **demonstrate learning** through an activity and classroom assessment	

● **Instructor takes active role in** checking progress, providing feedback / guidance and keeps students on task	
Behaviors Associated with Reflective Practice: ● Instructor uses **assessment of learning** to guide instructional approach ● Instructor manages time appropriately; monitors and adjusts amount of time necessary to progress with learning goal	

Classroom Schematic Drawing

Name of Instructor:

Name of Observer:

Date:

Course number and name:

Course enrollment / Format:

Description of space:

Instructions: Draw a schematic of the classroom that depicts the classroom setting. During the video, note on your drawing (1) which students are engaged and when and (2) where the professor is and what she is doing in relation to the students.

Acknowledgements

Focus on Group Behavior

Name of Instructor: Course number and name:
Name of Observer: Course enrollment / Format:
Date: Description of space:

Instructions: Note which of the following behaviors associated with effective group work occur and to what extent:

Behaviors Associated with Effective Group Work:	Comments:
1. Selects/creates a **relevant, useful activity** that clearly requires a group process.	
2. Gives clear **oral or written instructions** for the activity.	
3. Clearly explains the **purpose and expected outcome** of each group activity.	
4. Breaks the activity down into a **clear, manageable sequence or process** when reviewing the instructions.	
5. **Checks** to see if students understand the instructions.	
6. **Models** the task or a part of the task before placing the students into groups.	
7. **Assigns specific roles** for each student or allows group to assign specific roles.	
8. For each role, identifies **specific behaviors** necessary for completion of the task.	
9. **Facilitates organization** of groups by identifying a location or asking groups to find a location.	
10. States a **fixed amount of time** in which students must complete the activity.	

11. Takes an **active role**: checks progress, provides feedback and guidance; keeps students on task. 12. Allows students an **appropriate amount of time** to complete the activity satisfactorily. 13. Serves as a **facilitator** without dominating or disrupting the group process. 14. Provides an opportunity for the unified group to **validate** the activity through discussion, presentation, or report.	

Acknowledgements

Question Driven Observation

Name of Instructor: Course number and name:

Name of Observer: Course enrollment / Format:

Date: Description of space:

Instructions: Use the questions below to guide your observations.

Write a brief non-evaluative description of the class you visited.

    a.   Was it a large lecture, a small class, or a discussion?

    b.   What methods were used to present the material (e.g., lecture? slides? dialogue between instructor and students?)

    c.   How was the time apportioned?

Write an evaluation of this class session. Your evaluation should include responses to the following questions:

    a.   How well was the material organized?

    b.   How clearly was it presented?

    c.   Did the instructor encourage critical thinking?

    d.   Was time well utilized?

    e.   Did the instructor communicate enthusiasm and interest in the subject?

    f.   If discussion took place, how well did the instructor moderate it?

    g.   How did the instructor respond to students' questions and comments?

    h.   Were faculty-student interactions lively and interesting?

    i.   Did the instructor have a thorough knowledge of the material?

    j.   Was the material presented up-to-date?

Write an evaluation of the syllabus and any other written material (e.g., exams) that you considered. Your evaluation should include responses to the following questions:

    a. Does the syllabus set out clear learning objectives for the course?

    b. Is the syllabus well organized and well conceptualized?

    c. Does the syllabus make clear the basis for grading?

    d. Is the instructor covering the major areas that should be covered in this course?

Provide constructive criticism that the instructor can use to improve the course. Issues to consider include:

    a. delivery methods

    b. student interactions

    c. types of material presented and distributed

    d. grading and evaluation methods

Effective Lecturing Observation

Name of Instructor: Course number and name:
Name of Observer: Course enrollment / Format:
Date: Description of space:

Instructions: Note which of the following behaviors associated with effective lecture occur and to what extent:

Behaviors Associated with Effective Lecturing	Comments:
1. **Reviews briefly** the main ideas from the previous lecture, or asks students to summarize them.	
2. **States topic** of each lecture.	
3. Provides an **outline** for each lecture, on the board, on an overhead transparency, or in a handout.	
4. Follows outline and presents an **orderly progression** of ideas	
5. Spells and defines all new or specialized vocabulary and important points in **writing**.	
6. Reinforces information with **visual aids**.	
7. Gives many **concrete examples**.	
8. Uses **analogies** frequently so that student can conceptualize concepts within a more familiar context.	
9. **Refers to assigned reading** when relevant, including the precise place where students can find the information.	
10. **Speaks loudly and clearly**; uses microphone if needed.	
11. **Stops** to check for comprehension regularly rather than only at end of lecture.	
12. Clearly **signals topic shifts** and transitions, both verbally and non-verbally.	

13. Clearly **signals digressions**; explicitly indicates how a digression relates (or does not relate) to the prior points.

14. Makes regular **eye contact** with all students.

15. Uses **paralanguage** (diction, tone, volume) and **body language** (hand motions, walking) effectively.

16. **Summarizes** main points of lecture at the end of class.

17. Saves time during class for **student questions**/comments

18. **Ends class on time**.

19. Modifies conversational style of speaking to make language comprehensible **including….**

   a. **Speaks slowly and enunciates clearly** so that all students can hear and understand

   b. Maintains **strong voice** through end of sentence or idea (doesn't let voice trail off).

   c. Controls **vocabulary**; avoids unnecessarily sophisticated terminology or jargon

   d. Provides **synonyms** or other descriptive clues for new or specialized terms.

   e. **Limits slang** and idiomatic expressions

   f. **Repeats or paraphrases** to improve comprehension

   g. Uses **transition phrases** to link information (e.g. Therefore…On the other hand….However…)

   h. Monitors and **limits use of filler words** (Okay) or non-words (Uh…Um..)

   i. Allows **adequate pauses** (5-8 seconds) to facilitate the decoding process, listening comprehension, notetaking and question formation.

Acknowledgements

Structured Classroom Observation

Name of Instructor: Course number and name:

Name of Observer: Course enrollment / Format:

Date: Description of space:

What are Students Doing?

L   Listening to instructor/ taking notes

Ind   Individual thinking/ problem solving independently

WG   Working in groups to problem solve or do activity

AnQ   Student answering question with rest of class listening

SQ   Student asking question

WC   Whole class discussion with students and instructor offering explanations, opinion, judgement to the whole class.

SP   Presentation by student(s)

TQ   Taking test or quiz- quietly working

W   Waiting (instructor late, working on AV problem, otherwise occupied)

O   Other—explain in comments

What is Instructor is Doing?

Lec   Lecturing (presenting content)

RtW   Real-time writing on board, document projector etc..

FUp   Follow-up feedback on question or activity (demonstrating math problem, explaining problem/ solutions etc.)

PQ   Posing question to students (non-rhetorical)

L   Listening to student(s)

AnQ   Answering student questions –entire class listening

MG   Moving through class monitoring student work during activity

1o1   On-on-one discussion with one or a few students

D/V   showing or doing Demo, Video, simulation, experiment

Adm   Administration (assigning homework, return tests etc..)

W   Waiting (doing other work, not apparently listening or otherwise engaged with students)

O   Other- explain in comments

	What are Students Doing?									
min	L	Ind	WG	AnQ	SQ	WC	SP	TQ	W	O
0-2										
2-4										
4-6										

Comments:

Min	What is the Instructor Doing?											
	Lec	RtW	FUp	Pq	L	AnQ	MG	1o1	D/V	Adm	W	O
0-2												
2-4												
4-6												

Comments:

Acknowledgements

Small Group Instructional Diagnosis (SGID)

Name of Instructor: Course number and name:
Name of Observer: Course enrollment / Format:
Date: Description of space:

 A variant of this process is common practice of Higher Education Teaching/Learning centers and has been shown to improve student evaluations.

1) **Prior to SGID,** Consultant meets briefly with instructor to understand components of the course, course objectives, and areas where specific feedback is desired (can be via Skype). The consultant should be an individual unknown to the students and trusted by the instructor.

2) **Mid-semester, consultant attends last 15 minutes of class,** the instructor leaves and the consultant conducts the SGID. Passes out sheet to every 4-5 students. (note- a full 15 minutes is necessary!)

Consultant script:
Prof X asked me to come talk to you so that you will have a completely candid opportunity as a class give her/him feedback on what helps your learning and what might be improved. I would like to get some class agreement on what I should tell her/him.
- Results will not affect your grades or be reported as individual responses.
- I am going to use what the class thinks as a whole to report back to the instructor. He/she will not see the individual sheets. The sheets are to help me.
- Prof X will get back to you with how he/she will proceed.

Prepare on a slide or giant Post-It:

In small groups of 4-5 discuss: (7 minutes)
Q1: **Strengths of the course: What is helping you learn?**
Choose a scribe to write down all ideas
- Round robin- take turns
- Pick 2 top strengths for your group and **mark them** on the sheet
- **Give examples for the two**

Q2: **What changes would assist you in learning?**
- Round robin- take turns
- Pick 2 top changes and mark them on the sheet
- **For top two, how could these changes be made?**
Class Discussion (7 minutes)
Large group summary, clarification, class consensus

Large Group facilitation:
Consultant records, in turn, the consensus-based comments of each group.
·   Ask for clarification or amplification
·   Is there general consensus on the issue raised: show of hands for agreement, disagreement. Discussion, rewording?

3) **Consultant writes report:** List consensus strengths and changes- include examples and suggestions of how the changes could be made from the class. For the items that had class consensus, give an indication of the frequency they appeared on the written forms.

4) **Consultant meets with instructor to discuss the report**: Be a sounding-board for instructor to choose a few things to change and how to explain those things not changed. Help in the process with ideas and information.

5) **Instructor discusses the results with the students:** must discuss what he/she is willing or able to change. May also explain their reasons for not changing other items.
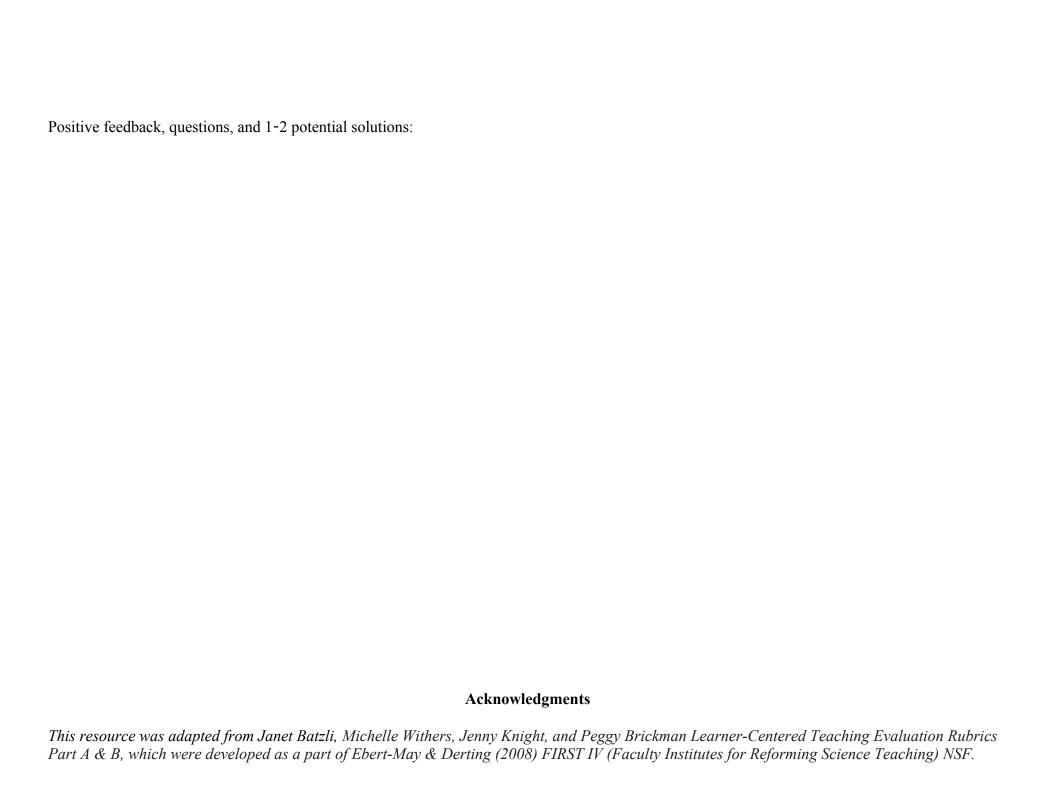
Providing Feedback on Instructional Materials for learner centered class

Name of Instructor: Course number and name:
Name of Observer: Course enrollment / Format:
Date: Description of space:

Components	Needs Improvement	Progressing	Accomplished Well
Learning goals, assessment, and activities clear & appropriate to the target audience **Big Idea**: Is instructional design driven by specific learning goals? Are goals relevant to students, and do they warrant class time?	❑ Uncertain why material is included ❑ Learning goals not explicit or missing from material ❑ Material lacks opportunities for assessment and active learning ❑ Material is too challenging or too simplistic for students ❑ Sequence of material not logical, challenging for students to make connections between concepts	❑ Learning goals present but lack opportunities for higher level thinking ❑ Material clear, but could be sequenced in a more logical way ❑ Learning goals, assessment and activities present, but much additional material without clear connection to learning goals ❑ Key material present, but level is either too challenging, too detailed or not challenging enough for target audience ❑ All key components present, but not particularly relevant or engaging for target audience	❑ Material worth knowing ❑ Material engaging and appropriately challenging ❑ Material offers opportunities for higher level thinking ❑ Material clear, concise and logically sequenced ❑ Material encourages inquiry and active learning
Alignment between goals and activities/ assessment **Big Idea:** Are learning goals, matched with planned assessments, and activities?	❑ Key learning goals not reflected in assessments and activities or vice versa ❑ Material is excessive, dry or not engaging ❑ Material difficult to follow, leaps in logic required, logic for sequence is unduly complicated ❑ Material requires too much decoding	❑ Engaging activities but uncertain how they pertain or are aligned with learning goals ❑ Activities and/ or assessments planned, but do not allow practice of problem solving or higher level thinking	❑ Assessments and activities are well matched to learning goals ❑ Encourage utilization of multiple sources of information
Learning community **Big Idea:** Do materials foster development of a productive, supportive learning community?	❑ Materials allow little to no interaction or feedback among students and between students and instructor ❑ Material fosters only listening and writing notes as modes of learning	❑ A few opportunities for interaction and feedback between students and instructor about learning ❑ Active learning opportunities planned, but time allotted is too short to allow sufficient processing and interaction ❑ Learning opportunities planned, but not easily accessible for all students	❑ A number of learning activities are planned and easily accessible for all students ❑ Interaction, feedback and input on teaching & learning clearly encouraged ❑ Material fosters multiple modes for learning ❑ Appropriate amount of time allotted for learner-centered activities

Positive feedback, questions, and 1‑2 potential solutions:

Providing Feedback on Implementation of learner centered class

Name of Instructor: Course number and name:

Name of Observer: Course enrollment / Format:

Date: Description of space:

Components	Needs Improvement	Progressing	Accomplished Well
Engagement of students **Big Idea:** Do students appear to be engaged? What is the instructor doing to engage students?	❑ Interaction limited; students do not ask questions ❑ Instructor lecture without regard to student participation ❑ Students appear disengaged with instructor, the material and each other ❑ Engagement not aligned with learning goals	❑ Students attentive, listening, taking notes most of time, but do not appear to be interacting with the material ❑ Students asking questions when prompted, but questions are clarifying, confirmatory or lower level ❑ Students are engaged in activities but do not understand why or how they relate to learning goals ❑ Students working in groups, but seem off task or involved in unproductive discussion	❑ Interaction of instructor with students, between students, and with instructional material ❑ Students contribute to flow of class meeting; maintaining students interest ❑ Students discussing material entering into higher level problem solving and discourse ❑ Students appear to see relevance of what they are doing ❑ Instructor asks direct questions and speaks directly to students to actively engage in dialog
Efforts to monitoring student learning **Big Idea:** How do students know they are learning? How does the instructor know students are learning?	❑ Missed opportunities for questions, assessment, or discourse, instructor doing what students could do ❑ Wait time too short for students to respond to questions ❑ Students discouraged to ask questions or discuss material	❑ Activities and assessment implemented, but instructor does not provide opportunity for discussion and reasoning through problem (processing) ❑ Students answer questions but are not asked to explain reasoning ❑ Too much time or not enough time given to complete activities and assessments	❑ Students given opportunities to ask questions and construct knowledge through activities and assessments ❑ Students explain their reasoning for their answers ❑ Students receive immediate or timely feedback on learning ❑ Students given opportunity to reflect on their learning
Learning Community **Big Idea:** Does the instructor, the classroom and mode of teaching foster a positive, productive learning community?	❑ Students spend majority of class time listening to the instructor ❑ Students do not speak to one another or to the instructor directly except when answering questions ❑ Instructor distances him/herself from students physically or intellectually	❑ Students appear to get into groups easily, but collaboration limited (sitting together but working alone) ❑ Students work in groups but not held accountable for their contributions or quality of their work	❑ Students use multiple modes to explore concepts; Students doing rather than just hearing ❑ Students appear at ease with instructor and each other ❑ Instructor and students use each others names when addressing one another ❑ Instructor moving throughout entire classroom, talking with students and groups fluidly ❑ Classroom setting, technology, and environment allows for a diversity of learning approaches

Provide Feedback, questions and 1-2 potential solutions: