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Faculty Career Support and Professional Development: Teaching Observation Options and Tools

Brief Description :

TeachingObservationis a systematic process that supports faculty members in creating meaningful learning experiences toenhance their role as teachers andensure student learning and
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classroom. The performance standards used to gauge this process are as follows: Instructional Planning; Learning Environment; Instructional Deliver y and Organization

Adapted from: 1) SILS, UNC CH, https://sils.unc.edu/sites/default/files/general/for -faculty-staff/Peer%20observation%20guidelines%20011024-1.pdf; 2) TLTC, University of Maryland Classroom Observation Form; 3) City Colleges of Chicago, https://www.ccc.edu/menu/Pages/Classroom -Observation-and-Evaluation-Forms.aspx; 4) VDOE Teacher Performance Evaluation; 5) Arikan, A. (2004). Questions to ask in post observation conferences for a reflective practice.

Name: _____

Department: _____

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Self-Assessment/ Reflection

I. Instructional Planning	Rating	Comments

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Pre-Observation Conference Questions

The pre-observation conference is the second part of the teacher observation process. The purpose of the pre-observation conference is to have a conversation regarding the upcoming informal or formal observation. It is important that the faculty member has the pre-observation reflection form filled out prior to this conference.

Below are some pre‘„•‡”˜ƒ–‹‘• “—‡•–‹‘•• –Šƒ– Šƒ˜‡ „‡‡• ƒ†ƒ’–‡† ˆ”‘• ƒ• ‘„„

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Self-Reflection

*Do not complete this self -reflection until after theG [(6.5.21 6a0.000.v 0 g033( )-3( )-3( )13( )

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Standard Teaching Observation Tool

The standard classroom observation form can be used for peer observations, but it can also be used by the department chair or CFD representative to consider ƒ ˆ ƒ … — Ž – › • ‡ • „ ‡ ”: ïŁ ¹ ¹ ¹ ¹ ‰ ” ‡ • • used

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Long-Term Teaching Observation Tool

I. Instructional Planning

Description/Criteria:

- … The syllabus has all required elements and is clear and easy to navigate.
- … The faculty member aligned class objective

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Adapted from: 1) SILS, UNC

Long-Term

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Post-Observation Questions

The post-observation conference provides the opportunity for debriefing and reflecting. The conference should be a conversation that consists of reflection, inference feedback, and action steps. The observer crafts the conversation so that it is a shared responsibility the coach guides the faculty to the areas of development/improvement, and the faculty member and observer share their ideas and/or solutions.

Below are some questions the observer can use to guide the discussion.

Guided Questions

1. Did you feel you were successful in meeting your objectives? Please explain and provide evidence.

2. I observed where you [describe strategy]. How did that go? What would you do differently? ‘ — ” • – — † ‡ • – • • ‡ ‡ • ‡ † † ‡ • … ” ‹ „ ‡ • – — † ‡ Do you believe your strategy supported student learning and understanding?

3. I noticed that you [describe strategy]. Did the students respond as you had expected? Were you • ƒ – ‹ • ˆ ‹ ‡ † ™ ‹ – Š – Š ‡ • – — † ‡ • – • ï ” ‡ • ’ ‘ • • ‡ • ë

4. After you lectured, modeled, and/or practiced/worked with students to ensure their understanding, how did they do once you let them collaborate (pairs, small groups)? How did you choose pairs or small groups? If so, what helped you determine this? Did it help them gain a better understanding of the content by working with peers?

* If they did not use collaboration, you can help with possible strategies to incorporate collaboration within their lesson.

5. As you went through the lesson, you provided various opportunities for students to check their understanding [provide observed examples of formative assessment/checks for understanding]. Do you think it improved student learning and understanding? Explain. How do you utilize this information instantly tailor your lesson or use it to plan next class, target students who are struggling with the material and provide extra resources/targeted instruction?

6. How are your students performing on summative assessments (unit tests, projects)? How do you utilize this information instantly tailor your lesson or use it to plan next class, target students who are struggling with the material and provide extra resources/targeted instruction?

7. What did you learn about student learning from teaching this class/content?

8. What made this class different from others you have taught?

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10. Was this a typical class? How was it the same? How was it different?

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- First-year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- ePortfolios
- Service Learning, Community-Based Learning
- Internships
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Lecture A lecture is a teaching strategy often used in higher education. It is an organized oral presentation of a concept or topic that is teacher-centered. Often lectures do not have high student engagement; however, teachers can embed active learning strategies within their lectures to provide students an opportunity to interact with the teacher, peers, and the material being discussed. This can move the lecture from teacher centered to student-centered.

Modeling Modeling is an essential component of the learning process. Prior to releasing students to apply what they have learned, teachers are to show them and take them through the process. When modeling becomes a practice, students can gain a better understanding of what is being taught.

Prior Knowledge Prior knowledge is background knowledge. It can be prior/background knowledge of concepts, skills, or experiences. Students come to teachers from various backgrounds and experience; sometimes they come to the classroom with the prior or background knowledge needed to be successful; however, sometimes they may not have the knowledge or skill(s) needed. Teachers can gain a better —•†‡"•–ƒ•†‹••‰ '^ –Š‡‹"•––—†‡•–•wledge or lack thereof through strategies that can activate their prior/background knowledge and make a connection.

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