

Instructor Observation Process

The following process outlines a consistent method to document classroom observations and provide feedback to individual instructors. The observation process is designed to function within the faculty development process. Observation sessions can be conducted by the Program Director or as part of a peer to peer feedback and development program.

1. Schedule time to observe an instructor in the classroom or lab setting. Notifying the instructor is not necessary other than to determine a time that would yield valuable information.
2. Observe the class/lab/scenario and make notes about specific observations. Observations to consider include:
 - a. Instructor preparation
 - b. Instructor interaction with students
 - c. Classroom management
 - d. Mentoring of students
 - e. Instructor helpfulness
 - f. Presentation style
3. Complete the *Instructor Classroom Observation* form.
 - a. Make comments and recommendations based on specific observations in each section of the document, particularly if the rating was something other than a three.
 - b. The overall comments section should reflect a summary of comments throughout without being repetitive.
 - c. The opportunities for instructor development/action plan section should include the following parameters:
 - i. Specific
 - ii. Measurable
 - iii. Achievable
 - iv. Realistic
 - v. Time-bound
 - d. Items in the opportunities for instructor development/action plan section should contain the following:
 - i. Instructor development area of concentration
 - ii. Developmental opportunity
 - iii. Resource for development (texts, articles, online resources)
 - iv. Time frame for opportunity
 - v. Follow-up instructions
 - e. Leave the comments by instructor section blank for comments.
4. The Program Director schedules a time to meet with the instructor and review the observation document.
5. Provide specific feedback on the observations and recommendations.
6. Explain the opportunities for development and action plan(s) allowing for negotiation of objectives and timelines as necessary.
7. Provide necessary resources for achieving developmental goals.
8. Allow an opportunity for the instructor to write comments.
9. Sign and date the document (both observer and instructor).
10. Copy the document.
 - a. Provide a copy to the instructor
 - b. Place original in instructor's file
11. Follow-up on development/action plan as outlined in the observation document.
 - a. Record results of follow-up
 - b. Place recorded results in the instructor's file

Instructor Classroom Observation[†]

Instructor Name:

Date observed:

Topic(s):

Length:

Observed by:

Preparation <i>Describes the Instructor...--></i>	Not very well at all 1	Not well 2	Well 3	Very well 4	No opportunity to observe N/A
1. Well prepared for class	1	2	3	4	N/A
2. Well organized	1	2	3	4	N/A
3. Displayed wisdom	1	2	3	4	N/A
4. Knows the subject well	1	2	3	4	N/A
5. Appeared professional	1	2	3	4	N/A
6. Accounted for different learning styles	1	2	3	4	N/A

Comments:

Interaction with Students <i>Describes the Instructor...--></i>	Not very well at all 1	Not well 2	Well 3	Very well 4	No opportunity to observe N/A
1. Treated students as equals	1	2	3	4	N/A
2. Treated students with respect	1	2	3	4	N/A
3. Courteous to students	1	2	3	4	N/A
4. Flexible with students	1	2	3	4	N/A
5. Approachable	1	2	3	4	N/A
6. Genuinely interested in the students' opinions	1	2	3	4	N/A
7. Understanding	1	2	3	4	N/A
8. Cares about the students	1	2	3	4	N/A
9. Sensitive to the student needs	1	2	3	4	N/A
10. Patient	1	2	3	4	N/A
11. Fair	1	2	3	4	N/A

Comments:

Classroom Management <i>Describes the Instructor...--></i>	Not very well at all	Not well	Well	Very well	No opportunity to observe
	1	2	3	4	N/A
1. Created a feeling of goodwill in the class	1	2	3	4	N/A
2. Got everyone involved	1	2	3	4	N/A
3. Encouraging	1	2	3	4	N/A
4. Allowed enough time for questions	1	2	3	4	N/A
5. Used class time well	1	2	3	4	N/A
6. Made clear what standard of work was expected	1	2	3	4	N/A
7. Ability to motivate	1	2	3	4	N/A
8. Demonstrated how work should be done	1	2	3	4	N/A
9. Stimulated students to follow-up on points raised in class	1	2	3	4	N/A
10. Authoritative	1	2	3	4	N/A
11. Listened to students	1	2	3	4	N/A
12. Displayed a sense of humor	1	2	3	4	N/A
13. Remained on task	1	2	3	4	N/A

Comments:

Mentoring <i>Describes the Instructor...--></i>	Not very well at all	Not well	Well	Very well	No opportunity to observe
	1	2	3	4	N/A
1. Served as a role model	1	2	3	4	N/A
2. Fostered personal relationships	1	2	3	4	N/A
3. Gave of self	1	2	3	4	N/A
4. Willing to help on a personal level	1	2	3	4	N/A
5. Believed in students	1	2	3	4	N/A
6. Challenged students	1	2	3	4	N/A
7. Suggested specific ways to improve	1	2	3	4	N/A
8. Encouraged independence	1	2	3	4	N/A

Comments:

Helpfulness <i>Describes the Instructor...--></i>	Not very well at all 1	Not well 2	Well 3	Very well 4	No opportunity to observe N/A
1. Made self available for consultation	1	2	3	4	N/A
2. Provided positive feedback	1	2	3	4	N/A
3. Made self available outside of class time	1	2	3	4	N/A
4. Returned graded assignments promptly	1	2	3	4	N/A
5. Provided feedback on written work	1	2	3	4	N/A

Comments:

Presentation <i>Describes the Instructor...--></i>	Not very well at all 1	Not well 2	Well 3	Very well 4	No opportunity to observe N/A
1. Charismatic	1	2	3	4	N/A
2. Displayed a professional attitude	1	2	3	4	N/A
3. Made the objectives of each lesson clear	1	2	3	4	N/A
4. Used audio/visual aids well	1	2	3	4	N/A
5. Provided clear demonstrations	1	2	3	4	N/A
6. Made the aims of testing clear	1	2	3	4	N/A
7. Stressed the important points of the lesson	1	2	3	4	N/A
8. Presented material in an interesting way	1	2	3	4	N/A
9. Enthusiastic	1	2	3	4	N/A
10. Communicated well	1	2	3	4	N/A
11. Good speaking voice	1	2	3	4	N/A
12. Used relevant examples	1	2	3	4	N/A
13. Used a variety of teaching methods	1	2	3	4	N/A

Comments:

Overall comments by observer:

Opportunities for instructor development/action plan:

Comments by Instructor:

Observer Signature:

Date:

Instructor Signature:

Date:

**Program Director
Signature:**

Date:

[†] Based on: Patrick, J., & Smart, R. M. (1998). An evaluation of teacher effectiveness: The emergence of three critical factors. *Assessment & Evaluation in Higher Education*, 165-178.+
