

**Department of Rhetoric and Composition
Faculty Observation Form**

Purpose:

This is a multi-purpose assessment:

- As a source of useful feedback: it should enhance faculty self-awareness and help improve effectiveness in class, particularly with regard to the course's objectives and outcomes.
- For new or less experienced observers, it can provide an opportunity to gain insights into new or improved strategies, methods or approaches.
- When completed by an administrator, this assessment may be used as support for contract renewals and promotion.

Pre-Observation Reflection (by instructor being observed):

Before the observation, think about the following questions (no written response required):

- What is the purpose of this class? What do you want the students to understand or be able to do?
- Which course learning outcome does this relate to?
- How will you connect new content and skills to what students already know?
- If this is a tandem course, are there any links to its partner course that allow students to integrate the two?
- How will you present new information and skills?
- How will students engage and/or practice this new knowledge?
- What indicators will you have that students have achieved the purpose for this class?
- How do you motivate students to do their best, and remain interested in the class?

Observation:

PART 1 (To be filled in by instructor being observed):

Course/Section Number:

Date:

Time:

Room:

Instructor:

Reviewer:

Which university learning outcome(s) is the lesson associated with? (Circle one or more)

| | | | | |
|---------------------|-------------------------------|-------------------|---------------------|-----------------------|
| Professional Skills | Advanced Communication skills | Critical Thinking | Cultural Competence | Effective Citizenship |
|---------------------|-------------------------------|-------------------|---------------------|-----------------------|

Please paste course outcomes here and circle the one(s) this lesson addresses:

PART 2 (to be filled by observer):

Planning:

Does teacher appear prepared for class? Indicate evidence:

2.2. Class Activities

Instruction:

Check or highlight instructional behaviors observed, and indicate evidence below:

- Use of appropriate lead-in that connects to student prior knowledge
- Logical sequencing of activities to guide students to gradual mastery of lesson objective
- Use of a variety of interesting and relevant instructional techniques and tools
- Relevance and effectiveness of teaching materials
- Activities engage students at higher levels of thinking
- Clarity of presentation
- Effective use of time
- Checking understanding of students
- Adjustment of instruction to student needs

Evidence / Observations:

Learning Environment:

Check or highlight elements observed, and indicate evidence of:

- Student-centered versus teacher-centered activities
- Instructor providing opportunities for collaborative learning and student-student interaction
- Effective responses to student questions
- Positive feedback
- Evidence of rapport with students
- Effective classroom management
- Positive attitude toward students
- Awareness of individual student needs

Evidence/ Observations:

Observer's View of Strengths of the Instructor as Demonstrated in the Session

(These should relate to the instructor's delivery of the session or to the session itself.)

Observer's Recommendations as to Future Areas of Attention

(These may relate to the instructor's delivery of the session or to the session itself.)

(Signature of Observer)

(Date)

(Signature and comments (if any) of Instructor being Observed)

(Date)

(Signature of Department Chair / Associate Chair)

(Date)