Table of Contents

Faculty Career Support and Professional D	Development: Teaching Observation Tools	Options and
Brief Description:		

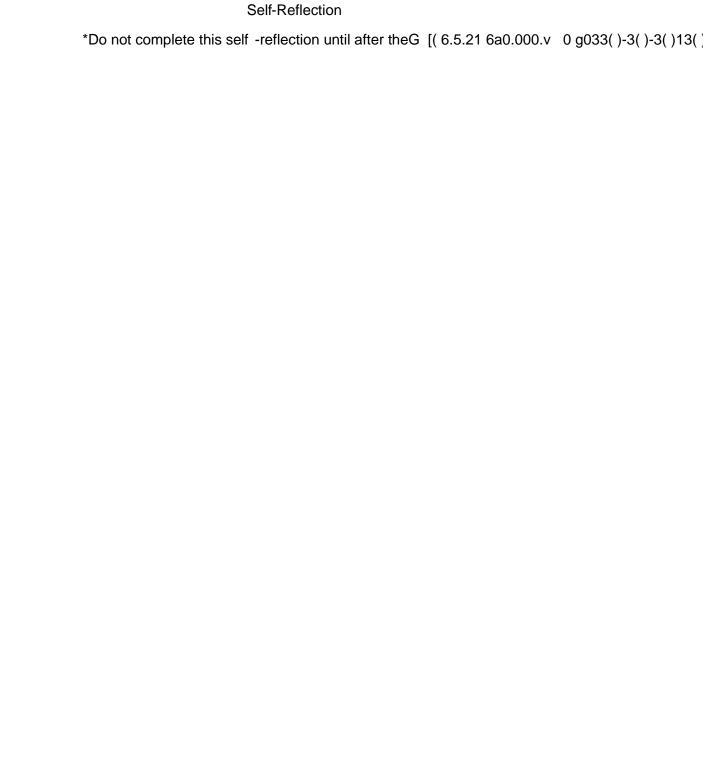
Name:			
Department:			
· † <i>f</i> → ï •	f – ‡ ã	4 4 4 4 4 4 4 4 4 4 4 4	4 4 4 4 4 4 4 4 4 4
		Self-Assessment	/ Reflection

I. Instructional Planning Rating Comments

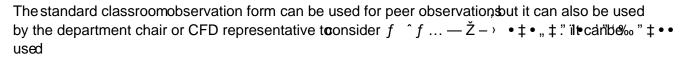
Pre-Observation Conference Questions

The pre-observation conference is the second part of the teachebservation 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 memberhasthe pre-observation reflection form filled out prior to this conference.

Below are some pre ' $, \bullet \ddagger$ " $\tilde{} f - \langle$ ' \bullet " $- \ddagger \bullet - \langle$ ' $\bullet \bullet$ $- \check{S} f - \check{S} f \tilde{} \dagger = , \ddagger \ddagger \bullet f \dagger f \tilde{} f - \ddagger \dagger \tilde{}$ " ' $\bullet f \bullet \tilde{} \bullet \tilde{}$ "



Standard Teaching Observation Tool



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

Long-Term

Post-Observation Questions

The post-observation conference provides the opportunity for debriefing and reflecting. The conference should be a conversation that consists of reflection, lowerence feedback, and action steps. The bserver crafts the conversation so that it is a shaed responsibility—the coachguides the faculty to the areas of development/improvement, and the faculty member and bserver 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 whereyou [describe strategy]. How did that go? What would you do differently?

 '—" •-—†‡•-• •‡‡•‡† †‡•..." ("‡ •-—†‡•• you believeyour strategy) ' · ••‡•
 supported student learning and understanding?
- 3. I noticed that you [describe strategy]. Did the students respond as you had expected? Were you f ⟨• ^ ⟨ ‡ † ™ ⟨ Š Š ‡ - † ‡ - ï " ‡ ' ' • ‡ ë
- 4. After youlectured, modeled, and/or practiced/worked with students to ensure their understanding, how did they do once you let them collaborate (pairs, small groups) flow did you choose pairs or small groups? If so, what helped you determine this 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 theck 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 itto 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) who 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?
- 9ä ~ \sharp " f Ž Ž á Š' $^{\mathsf{TM}}$ † $\mathsf{'}$ † $\mathsf{'}$ $\mathsf{'}$ ^ $\mathsf{'}$ ‡ Ž f "'—— > '—" •—— † ‡•—• $\mathsf{'}$ • † ‡"•— f † $\mathsf{'}$ %%
- 10. Was this a typical class? How was it the same? How was it different?

- x First-year Seminars and Experiences
- x Common Intellectual Experiences
- x Learning Communities
- x Writing -Intensive Courses
- x Collaborative Assignments and Projects
- x Undergraduate Research
- x Diversity/Global Learning
- x ePortfolios
- x Service Learning, CommunityBased Learning
- x Internships
- $x = f' \cdot f \cdot \pm f \cdot \pm$

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 teachecentered. Often lectures do not have high student engagement; however, teachers can embed active arning 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 angain 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 $- \bullet \uparrow \ddagger " \bullet - f \bullet \uparrow \checkmark \bullet \% \quad `` - \check{S} \ddagger \checkmark " \quad \bullet - - - \uparrow \ddagger \bullet - \bullet \check{\mathsf{w}} \check{\mathsf{le}} \check{\mathsf{d}} \check{\mathsf{ge}} \check{\mathsf{c}} \mathsf{r} \mathsf{lg} \check{\mathsf{ck}} \mathsf{through} \mathsf{str} \check{\mathsf{ategies}} \mathsf{that} \mathsf{can}$ activate their prior/background knowledge and make a connection.