

OBSERVATION FORM FULL-TIME AND PART-TIME FACULTY

Faculty Member: _____	Date of Observation: _____
Course: _____	Activity Observed: (lecture, lab, etc.) _____
Observer: _____	Class Location or URL: _____

Overall description of face to face or online class or work environment being visited: i.e., course objectives, student composition, modules visited (for online courses) and other pertinent information:

Directions: All statements and questions should be rated. Outstanding and unusually effective instruction should receive the highest rating. Complete the appropriate section(s) as applicable.

Key: Highest = 5
 Lowest = 1
 Not Applicable = NA

SECTION 1: ALL COURSES

	<u>Highest</u>						<u>Lowest</u>
1. Were the objectives of the class made clear?	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	NA <input type="checkbox"/>	
2. Were important concepts and ideas presented clearly?	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	NA <input type="checkbox"/>	
3. Did the class activities demonstrate preparation and organization?	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	NA <input type="checkbox"/>	
4. Was the class time used effectively?	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	NA <input type="checkbox"/>	
5. Were students encouraged to use critical thinking and analysis?	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	NA <input type="checkbox"/>	
6. Were clear and consistent methods and procedures evident?	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	NA <input type="checkbox"/>	
7. Did the instructor involve students when relevant?	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	NA <input type="checkbox"/>	

- | | <u>Highest</u> | | | | | | <u>Lowest</u> |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|---------------|
| | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> | |
| 8. Did the instructor recognize the need to communicate with students of varying abilities? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> | |
| 9. Did the instructor relate to the students as individuals? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> | |
| 10. Were the students responsive and engaged? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> | |
| 11. Did the instructor anticipate difficulties and prepare students beforehand? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> | |
| 12. Does the instructor emphasize ways of solving problems rather than offering solutions? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> | |
| 13. Did the instructor use multimedia? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> | |
| 14. Is the syllabus up to date and does it guide instruction? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> | |

Comments:

SECTION 2: ONLINE COURSES

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|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| 1. Are content pages easy to read and do they effectively direct the student throughout the course? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> |
| 2. Does the instructor send regular communication to students? (e.g. e-mails or announcements at least weekly, feedback to students regarding student questions, grading, etc) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> |

SECTION 3: PROFESSIONAL WORK ENVIRONMENT

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|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| 1. Were the objectives of the work made clear? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> |
| 2. Were important concepts and ideas presented clearly? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> |

Highest

Lowest

