

OBSERVATION FORM

CLASSROOM FACULTY

NOTE TO EVALUEE: ~~MOVED from 9a and REVISED based on feedback to streamline~~ SMCCCD is committed to instruction that treats students equally regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

NOTE TO OBSERVER: *Prior to your observation*, review the instructor’s syllabus, the catalog description, and the course outline of record, which can be found on ~~the Curriculum Committee website~~ **CurricUNet** or in the Division Office. **Throughout this evaluation**, evaluate the instructor’s performance and contact with students using specific, detailed examples.

OVERALL OBJECTIVE: To determine whether the instructor demonstrates mastery of **the delivery of the** subject matter and proficiency in teaching.

RATING KEY: Reason for changes: feedback to remove “Exceeds” and streamline

- ~~Exceeds Expectations~~
- **Meets Expectations**
- ~~Needs Improvement~~ **Improvement Recommended**
- ~~Unsatisfactory~~ **Improvement Required**
- ~~Not Enough Information/Observed/Not~~ **Applicable**

Instructor: _____ Evaluator: _____

Class/Section: _____ Date _____ Scheduled Time: _____

Number of Students Attending: _____ **Class began on time? Yes No Not Observed**

~~Type of Class Observed (e.g., lecture, lab, demonstration, performance):~~ _____

Subject Matter Covered (e.g., the primary subject matter focused upon during the session):

Description of Instruction Observed. Please describe **the methods of instruction** (e.g. lecture, flipped learning, activity, lab, demonstration, performance, etc.) and **any materials or setting provided** (e.g. technology, seating arrangement, tools and supplies for activities, clinical or field environment, etc.). Reason: Combines “Type of Class Observed” + item 1a and items 2 and 3. These have been removed from the rating system and placed here for narrative description.

Student Learning Outcomes: List the SLOs for the course that this particular class session addressed.
Reason: Incorporates a REVISION of item 6 and item 8b.

Rated section	DROPDOWN MENU OPTIONS	Comments or examples of behavior
<p>1. Methods of Instruction Lesson Design and Execution a. Please identify the methods of instruction used during the session in the Comments section (e.g., lecture, discussion, tutorial, group work, demonstration, laboratory exercise, or a combination of methods).</p> <p>a. The instructor has designed a logical format and flow to the class that supports learning the subject matter and meets course objectives appropriately.</p>	<p>Meets Expectations</p> <p>Improvement Recommended</p> <p>Improvement Required</p> <p>Not observed/Not Applicable</p> <p>Meets Expectations</p> <p>Improvement Recommended</p> <p>Improvement Required</p> <p>Not observed/Not Applicable</p>	<p>Reason: “Methods of Instruction” is descriptive and not ratable (ABCD) – has been moved to Description of Instruction above</p> <p>Title of this section relates to how the instructor has planned the class being observed.</p> <p>Reason: Moved here from 8a, b, c and revised due to multiple requests for simplification, and item may be better placed in this section.</p>
<p>b. The instructor’s use of the instructional methods, aids, and materials are effectively (e.g., the method employed was interesting, current, appropriate, used creatively, enabled students to engage with the material engaging, and support the lesson appropriately in the goal of achieving of Student Learning Outcomes.</p> <p>For clinical/field teaching or activity classes: Instructor makes creative and appropriate use of the learning opportunities available in the field or clinical setting to fulfill the activity objectives and Student Learning Outcomes.</p>	<p>Meets Expectations</p> <p>Improvement Recommended</p> <p>Improvement Required</p> <p>Not observed/Not Applicable</p> <p>Meets Expectations</p> <p>Improvement Recommended</p> <p>Improvement Required</p> <p>Not observed/Not Applicable</p>	<p>Reason: Requests for simplifying/combining data points as well as ease of rating in multiple classroom settings.</p> <p>Reason: field and clinical observers rely on the ability to evaluate this item. Clinical/field classes do not have control over their environments and must make use of the materials/settings at hand. This has been reviewed by faculty in CTE fields.</p>

<p>2. Instructional Aids and Classroom Technology a. The instructor makes use of educational equipment and facilities, such as the white board or seating arrangements, visual or audio aids, or other forms of technology.</p>		<p>Reason: Moved to Description of Instruction at top due to multiple requests for simplification. Also, this item is written as a yes/no statement, not as a ratable (ABCD) item.</p>
<p>b. Instructional aids are current.</p>		<p>Reason: Moved to section 1 due to multiple requests for simplification, and this item is a yes/no statement and not written as a ratable (ABCD) item.</p>
<p>e. Instructional aids support the lesson.</p>		<p>Reason: Moved to section 1 due to multiple requests for simplification, and this item is a yes/no statement and not written as a ratable (ABCD) item.</p>
<p>3. Instructional Materials The instructor provides the materials necessary for the lesson to be completed</p>		<p>Reason: Moved to Description of Instruction above due to multiple requests for simplification, and this item is not written as a ratable (ABCD) item.</p>
<p>4. Instructional Delivery a. The instructor's oral and visual delivery is speaks clearly clear, well-organized, well-paced, and modulates the pace of his or her speech, enthusiastic, and engaging. showing enthusiasm for the subject matter and the students.</p>	<p>Meets Expectations Improvement Recommended Improvement Required Not observed/Not Applicable</p>	<p>Reason: Combines 4a and 4b due to multiple requests for simplification, and reducing redundancy.</p>
<p>b. The instructor's handwriting on the white/chalk board is legible, grammatically correct, and organized. b. Instructor gives effective demonstrations and modeling, provides clear instructions, and communicates all stages of an activity to ensure successful and/or safe learning.</p>	<p>Meets Expectations Improvement Recommended Improvement Required Not observed/Not Applicable</p>	<p>Reason: Moved from 7e, f, g due to multiple requests for simplification and the integration of the formerly Kinesiology-only items, which can pertain to other teaching, namely CTE and field/clinical teaching. Kinesiology faculty have weighed in on this language.</p>

<p>5. Knowledge of Subject Matter Subject Competency and Currency</p> <p>a. The instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret that information, subject knowledge and ability to teach it effectively. and an ability to answer questions and reformulate explanations.</p> <p>b. The instructor's command of the subject matter is current, reflecting breadth and depth of knowledge and awareness of recent/current developments, methods, technical aspects, and/or research in the field. Provide an example.</p> <p>c. The instructor shows a sufficient understanding of the technical aspects of the field. Provide an example.</p>	<p>Meets Expectations</p> <p>Improvement Recommended</p> <p>Improvement Required</p> <p>Not observed/Not Applicable</p> <p>Meets Expectations</p> <p>Improvement Recommended</p> <p>Improvement Required</p> <p>Not observed/Not Applicable</p>	<p>Reasons:</p> <ol style="list-style-type: none"> 1) multiple requests for simplification 2) "an ability to answer questions" may imply a non-interactive and teacher-focused teaching style that may conflict with #11 Critical Thinking. 3) Non-technical fields struggle to evaluate a sole descriptor about technical aspects of the field.
<p>6. Subject Matter (</p> <p>The subject matter presented contributes to the course objectives in the course outline of record (COR) and the instructor's syllabus and relates to the description in the college catalog and schedule of classes.</p>		<p>Reason: Moved to Student Learning Outcomes above due to multiple requests for simplification and many observer's insertion of SLOs in this section.</p>

<p>7. Student Centeredness</p> <p>a. The activities completed during the observed class period were commensurate with students' varying abilities and the objectives of the course. That is, the activities (which may include lecture) seem to meet the majority of the students where they are and guide them to the next level.</p>	<p>Meets Expectations</p> <p>Improvement Recommended</p> <p>Improvement Required</p> <p>Not observed/Not Applicable</p>	
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<p>b. The instructor presents the subject matter in a way that allows for student engagement. Give an example. Instructor invites student participation and/or provides opportunity for active learning (group work, problem-solving, discussion, dialogue, debate).</p> <p>c. Students are given the opportunity to provide feedback during the lesson to help them determine what they do and do not understand.</p> <p>d. The instructor assesses whether students are assimilating the information and offers help when needed.</p> <p>e. <u>For classroom settings:</u> Instructor assesses students' assimilation of information during the class and responds to student questions thoroughly in pursuit of greater understanding.</p> <p><u>For activity, clinical or field settings:</u> Instructor gives student opportunity to demonstrate skill competencies and/or apply course concepts and provides guidance and supervision as appropriate.</p> <p>f. The instructor gives safety reminders/suggestions, if relevant.</p> <p>g. (For Kinesiology classes) The instructor demonstrates progression/regression of movement.</p> <p>h. (For Kinesiology classes) If a new movement is presented, the instructor demonstrates and explains the movement.</p>	<p>Meets Expectations</p> <p>Improvement Recommended</p> <p>Improvement Required</p> <p>Not observed/Not Applicable</p> <p>Meets Expectations</p> <p>Improvement Recommended</p> <p>Improvement Required</p> <p>Not observed/Not Applicable</p>	<p>Reasons:</p> <p>7b. Revised for broader applicability to activity, field, or clinical settings.</p> <p>7c. "Feedback" may suggest that students provide feedback in the way that they do on the student evaluation form.</p> <p>New "e": 7c and 7d are combined with 9c and 9d to remove redundancies and broaden applicability to clinical /field settings.</p> <p>7f, g, h: Revised and moved to 4b based on requests for simplification, that the items are more about instructional delivery than student centeredness, and that they can apply to non-Kinesiology teaching as well if revised.</p>
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<p>8. Content Logic</p> <p>a. Describe how the class periods are organized.</p> <p>b. The class follows an observable logic and leads to clear objectives.</p> <p>c. (For Kinesiology classes) Class format is appropriate for activity.</p>		<p>8. Reason: Moved to Description of Instruction and to sections 1 and 7 based on multiple requests for simplification.</p>
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<p>9. Communication with Students.</p> <p>New 9a Instructor fosters a community free from discrimination and promotes tolerance and equity.</p> <p>Regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, the instructor:</p>	<p>Meets Expectations</p> <p>Improvement Recommended</p> <p>Improvement Required</p> <p>Not observed/Not Applicable</p>	<p>Reasons:</p> <ol style="list-style-type: none"> 1. The unrated language originally at the beginning of this section is removed and placed at the top of the evaluation and revised as a “note to evaluate” 2. 9g is moved up to the top of this section and revised. The BOT has insisted that social justice be a conscious presence in the teaching throughout the district, and faculty senates agree.
<p>a. Listens to the students.</p> <p>New 9b Instructor listens respectfully to students and responds appropriately and professionally to student input.</p>	<p>Meets Expectations</p> <p>Improvement Recommended</p> <p>Improvement Required</p> <p>Not observed/Not Applicable</p>	<p>Reason: Combined 9a and 9f based on multiple requests for simplification and difficulty of assessing listening apart from responding.</p>

<p>b. Answers questions clearly.</p>		<p>Reason: Language revised/moved to section 7e to better promote interactive learning, dialogue, and critical thinking.</p>
<p>c. Pursues discussion to ensure students' understanding.</p>		<p>Reason: Revision of this language is reflected in 7e based on multiple requests for simplification.</p>
<p>d. Encourages all students to participate in discussion or activity.</p>		<p>Reason: Revision of this language is reflected in 7b and 7e as well as 9e based on multiple requests for simplification.</p>
<p>e. Allows students to express divergent viewpoints. New 9c Instructor invites student inquiry and fosters productive discussion while respecting divergent points of view.</p>	<p>Meets Expectations Improvement Recommended Improvement Required Not observed/Not Applicable</p>	<p>Reason: Revised based on difficulty to evaluate this item if divergent viewpoints not observed in the lesson.</p>
<p>f. Treats all students respectfully.</p>		<p>Reason: Moved to 9a based on multiple requests for simplification.</p>
<p>g. Fosters a climate of respect.</p>		<p>Reason: Moved to 9a and 9e based on multiple requests for simplification.</p>
<p>10. Critical Thinking Skills The instructor stimulates critical thinking in such ways as the following: Ways to promote critical thinking include but are not limited to: * Presenting material inductively * Asking open-ended questions * Encouraging metacognition * Inviting inference and interpretation * Promoting independent thinking and the evaluation of ideas or principles Give examples.</p>	<p>Meets Expectations Improvement Recommended Improvement Required Not observed/Not Applicable</p>	<p>Reason: Multiple requests for simplification.</p>

OVERALL PERFORMANCE RATING

- A. ~~Exceeds~~ Meets Expectations with Commendation
- B. Meets Expectations
- C. ~~Needs Improvement~~ Meets Expectations with Recommendations for Improvement (a Professional Improvement Plan will apply)
- D. Unsatisfactory (a Professional Improvement Plan will apply)

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS (IF APPLICABLE)

EVALUEE COMMENTS

I have met with the evaluatee and discussed the evaluatee's classroom observation.

Signed: _____ Date: _____

Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my classroom observation.

Signed: _____ Date: _____

Evaluee