

OBSERVATION FORM: CLASSROOM FACULTY

NOTE TO EVALUEE: 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 CurricUNet or in the Division Office. Throughout this evaluation, evaluate the instructor's performance and contact with students using specific and detailed examples.

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

- A. Exceeds Expectations
- B. Meets Expectations
- C. Needs Improvement
- D. Unsatisfactory
- E. Not Enough Information/Not Applicable

Instructor: _____ Evaluator: _____

Class/Section: _____ Date _____ Scheduled Time: _____

Number of Students Attending: _____

Class began on time? Yes No Not Observed

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.).

| Rated section | DROPDOWN MENU OPTIONS | Comments or examples of behavior |
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| 1. Lesson Structure and Design | | |
| <p>a. Clear course & lesson structure: The instructor has designed a logical format and sequence to the class that supports learning the subject matter.</p> | | |
| <p>b. Use of materials: The instructor's use of methods, aids, and materials effectively support the lesson and make meaningful connections between course content and students' backgrounds.</p> | | |
| 2. Instructional Delivery | | |
| <p>a. Presentation The instructor's presentation is clear, well-organized, well-paced, enthusiastic, engaging, and models inclusive language.</p> | | |
| <p>b. Teaching Strategies Instructor varies teaching strategies and gives effective demonstrations and modeling, provides clear instructions, and communicates all stages of an activity to ensure successful and/or safe learning. For example: lecture, group work, cooperative learning, students asking questions, etc.</p> | | |
| 3. Subject Competency and Currency | | |
| <p>a. Subject competency & currency: The instructor's command of the subject matter is current, reflecting breadth and depth of knowledge and awareness of recent developments, technical aspects, and/or research in the field.</p> | | |
| 4. Student Centeredness and Culturally Responsive Teaching | | |

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| <p>a. Learning Inclusiveness: The activities completed during the observed class accommodate diverse cultures, learning differences, abilities, and language proficiencies. That is, the activities (e.g., demonstrations, lecture, modeling, group work) seem to meet the majority of the students where they are and guide them to the next level.</p> | | |
| <p>b. Active and Varied Learning Experiences: Instructor invites student participation and/or provides opportunities for active learning (e.g., lecture, group work, problem posing, problem-solving, discussion, dialogue, debate).</p> | | |
| <p>c. Check for student understanding: Instructor assesses students' understanding and responds appropriately.</p> | | |
| <p>d. For activity, clinical or field settings: Skill Application Instructor gives students opportunities to demonstrate skill competencies and/or apply course concepts and provides guidance and supervision as appropriate.</p> | | |
| <p>5. Culturally Responsive Communication with Students</p> | | |
| <p>a. Equity: Instructor fosters a community free from discrimination and facilitates inclusion and equity.</p> | | |
| <p>b. Facilitates cross group dialogue: Instructor invites student inquiry, respects divergent points of view, and fosters productive discussion between students.</p> | | |
| <p>c. Respect of student: Instructor solicits student input, listens respectfully to students, and responds appropriately and professionally.</p> | | |

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| 6. Critical Thinking Skills | | |
| a. Critical thinking: The instructor stimulates critical thinking. For example, by: <ul style="list-style-type: none"> * Asking open-ended questions * Engaging in problem-posing * Encouraging metacognition * Inviting inference and interpretation * Promoting independent thinking and the evaluation of ideas or principles. | | |

OVERALL PERFORMANCE RATING

- A. Exceeds Expectations
- B. Meets Expectations
- C. Needs Improvement (Refer to Appendix G)
- D. Unsatisfactory (Refer to Appendix G)
- E. Not Enough Information/Not Applicable

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS (IF APPLICABLE)

EVALUATOR COMMENTS:

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

Signed:

Evaluator

Date:

EVALUEE COMMENTS:

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

Signed:

Evaluee

Date: