**CLASSROOM OBSERVATION OF TEACHING**

**INSTRUCTIONAL STRATEGY OBSERVATION FORM**

Faculty’s Name: Date:

Course Title: Course #: Hour:

College:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Department:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Observer’s Name (please print):

|  |  |
| --- | --- |
| **A**dvanced | Extensive, Thorough support, in-depth, insightful, tightly connected, substantive |
| **P**roficient | Effective, connected |
| **D**eveloping | Partial, vague, inconsistent, loosely connected |
| **E**merging | Minimal, limited, little or no evidence |

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| --- | --- | --- | --- | --- | --- | --- |
| **Instructional Strategy** | **A** | **P** | **D** | **E** | **N/A** | **Comments/Descriptions** |
| Plans class time effectively to share content and allows for student engagement.  ***Examples may include but are not limited to****:*   * Available before class * Begins on time * Summarizes material from previous session * Previews class session * Utilizes current event or news item to emphasize/illustrate relevance of course content * Clear transitions between methods * Reviews session at conclusion * Previews next session * Ends session on time * Available after class |  |  |  |  |  |  |
| Incorporates multiple instructional strategies that are aligned to learning objectives.  ***Examples may include but are not limited to****:*   * Multiple methods used: * Lecture % \_\_\_\_\_\_\_\_\_ * Discussion % \_\_\_\_\_\_\_\_ * Active Learning%\_\_\_\_\_\_\_\_\_ * Group or Team activities%\_\_\_\_\_\_\_\_\_ * Quiz/assessment %\_\_\_\_\_\_\_\_\_\_ * Other %\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |
| **Instructional Strategy** | **A** | **P** | **D** | **E** | **N/A** | **Comments/Descriptions** |
| Uses appropriate visual presentation and technology (any tool for delivering content or engaging students) effectively to support student learning.  ***List specific visuals and tools use here:*** |  |  |  |  |  |  |
| Creates a learning environment and uses teaching strategies that foster student questions and engagement.  ***Examples may include but are not limited to****:*   * Pauses for clarification * Asks questions to check for understanding * Provides examples * Uses analogies * Promotes student interaction |  |  |  |  |  |  |
| Listens carefully to student comments and questions and responds effectively  ***Examples may include but are not limited to****:*   * Restates students’ questions to check for understanding * Responds to questions addressing what, why, how, etc. |  |  |  |  |  |  |
| Uses effective questioning techniques.  ***Examples may include but are not limited to****:*   * Uses appropriate wait time following questions * Repeats student responses so everyone could hear them * Acknowledges and encourages students’ responses by saying things like, “tell me more about that,” or, “yes, and can anyone add to that response.” |  |  |  |  |  |  |

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| **Instructional Strategy** | **A** | **P** | **D** | **E** | **N/A** | **Comments/Descriptions** |
| Uses technology effectively to enhance student learning.  ***Examples may include but are not limited to****:*   * Technology used enabled student to become proficient * Technology used enabled student to critically evaluate the tool * Technology used enabled student to use social networks * Student created or adapted technology tool * Student demonstrated technology tool to learning community |  |  |  |  |  |  |
| Provides opportunities to help students outside of class.  ***Examples may include but are not limited to****:*   * Office hours are posted in the syllabus * Instructor is also available for appointments outside of office hours * Instructor offers additional opportunities for student interaction such as review sessions, etc. * Supplemental/support resources are referenced in the syllabus |  |  |  |  |  |  |
| **Holy Spirit Empowered**  **Teaching & Learning** | **A** | **P** | **D** | **E** | **N/A** | **Comments/Descriptions** |
| Instruction includes multiple strategies addressing aspects of biblical worldview.  ***Examples may include but are not limited to****:*   * Instructor addresses worldview issues in presentations, discussions, homework, projects |  |  |  |  |  |  |

**Summary Comments**

Things that went well for the instructor/class:

Challenges in this particular class:

Specific suggestions for enhancing the learning environment: