**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 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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: