**CLASSROOM OBSERVATION OF TEACHING**

**STUDENT-FOCUSED PEDAGOGY OBSERVATION FORM**

Faculty’s Name: Date:

Course Title: Course #: Hour:

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

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

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| **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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| **Student-Focused Pedagogy** | **A** | **P** | **D** | **E** | **N/A** | **Comments/Descriptions** |
| Philosophy of student-focused pedagogy is articulated that aligns with the university’s mission.  **Examples may include but are not limited to**:   * Teaching statement * Assignments, activities reflect the philosophy * Learning objectives reflect the philosophy |  |  |  |  |  |  |
| Delivered content that reflects the diversity of contributors to the field.  **Examples may include but are not limited to**:   * Readings reflect the diverse contributors * Visual presentations reflect the diverse contributors * Use varied names and socio-cultural contexts in test questions, assignments, and case studies * course materials reflect a range of student physical abilities * guest speakers reflect diverse contributors |  |  |  |  |  |  |

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| **Student-Focused Pedagogy** | **A** | **P** | **D** | **E** | **N/A** | **Comments/Descriptions** |
| Use a variety of teaching methods and modalities.  **Examples may include but are not limited to**:  Verbal, visual, interactive, didactic, etc.) |  |  |  |  |  |  |
| Used visual and verbal clues from students to address sensitive topics.  **Examples may include but are not limited to**:   * Notices students who are disengaged * Uses non-punitive strategies to include all students in discussions * Carefully framed objectives when raising potentially sensitive or uncomfortable topics |  |  |  |  |  |  |
| Listened carefully to student comments and questions during discussions to validate issues that emanate from differences among students.  **Examples may include but are not limited to**:   * Use appropriate wait time following questions * Repeated student responses so everyone could hear them * Acknowledged and encouraged students’ responses by saying things like, “tell me more about that,” or, “yes, and can anyone add to that response.” |  |  |  |  |  |  |
| Structured discussions to include a range of voices.  **Examples may include but are not limited to**:   * Asked to hear from those who have not spoken * Waited until several hands are raised to call on anyone * Used think-pair-share activities |  |  |  |  |  |  |

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| **Student-Focused Pedagogy** | **A** | **P** | **D** | **E** | **N/A** | **Comments/Descriptions** |
| Demonstrated sensitivity when interacting with diverse students.  **Examples may include but are not limited to**:   * Learned and used student names * Avoided making generalization statements based on cultural backgrounds of the students * Avoided making jokes at students’ expense * Avoided making stereotypical statements |  |  |  |  |  |  |
| Demonstrated sensitivity during student to student interactions.  ***Examples may include but are not limited to****:*   * Encouraged students to learn and use one another’s names * Used icebreakers so students can become comfortable with interacting with one another * Used a variety of groupings for discussions and assignments to avoid isolating underrepresented students |  |  |  |  |  |  |
| Classroom management strategies reflect an appreciation for diversity.  ***Examples may include but are not limited to****:*   * Established ways for students to intervene if they feel a certain perspective is being undervalued or not acknowledge * Established guidelines, ground rules, or community agreements for class participation * Stopped or intervene in a discussion if comments become disparaging or devalue other students’ experiences |  |  |  |  |  |  |

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| **Holy Spirit Empowered**  **Teaching & Learning** | **A** | **P** | **D** | **E** | **N/A** | **Comments/Descriptions** |
| Models and promotes appreciation of cultural and individual differences in light of biblical values of diversity and equality.  ***Examples may include but are not limited to****:*   * In presentations and discussions, Instructor demonstrates appropriate self-reflection and openness to change * Uses biblical examples of cultural and individual differences * Includes biblical references on personal worth, diversity, and cultural differences |  |  |  |  |  |  |

**Summary Comments**

Things that went well for the instructor/class:

Challenges in this particular class:

Specific suggestions for enhancing the learning environment: