**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
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| 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
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| 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.”
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| 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
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**Summary Comments**

Things that went well for the instructor/class:

Challenges in this particular class:

Specific suggestions for enhancing the learning environment: