

COLLEGE OF THE CANYONS
Classroom Visitation Report
For Part-Time Teaching Faculty

A Guide for Effective Evaluation

Instructor _____ Visitation Date _____

Course Number and Title _____ ☐Lecture ☐Lab ☐Activity
Instructional Techniques Being Used _____

(lecture, discussion, audio/visual, laboratory, group activity, other)

Name of Evaluator _____

Please note: The sample indicators provided are meant as a guide to assist in the evaluation process and are not meant to be an exhaustive list. Likewise, it is not meant to imply that all indicators must be present in order for the instructor to have demonstrated proficiency in the standard. Some of the indicators may also overlap or apply to more than one standard.

Directions: *Circle the appropriate number for each item evaluated. Comments should detail specific items in support of your numerical assignment and may include suggestions for improvement. Evaluation should include review of class materials and assessment instruments.*

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|--------------------------------|---|---|---|---|---|-----|
| A. Knowledge of Subject Matter | 1 | 2 | 3 | 4 | 5 | N/A |
|--------------------------------|---|---|---|---|---|-----|
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1. Instructor demonstrates a command of the material taught.
 3. Instructor demonstrates an understanding of the material taught.
 5. Instructor does not appear to have an adequate background for the material taught

Sample Indicators:

- Relates material to current events
- Brings in related topics, relevant/current research and/or documentation
- Responds comfortably to students' questions; not afraid to have students ask questions
- Relates material to professional and/or personal experiences &/or other disciplines
- Provides concrete examples from everyday life to illustrate/explain concepts
- Presents alternative viewpoints or theories; presentations are balanced/objective
- Uses relevant handouts
- Challenges students to think critically
- Uses terminology accurately; teaching appropriate content

B. Clear Lesson Objectives	1	2	3	4	5	N/A
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1. Instructor demonstrates thorough preparation and provides clearly defined objectives.
3. Instructor demonstrates preparation for class; some objectives apparent.
5. Instructor demonstrates no evidence of preparation for class and/pr objectives not apparent.

Sample Indicators:

Students know what they will be doing or for what they are accountable
 Students know what to expect during this class
 Reviews previous class or concepts as an introduction to the present class. (“Bridge”)
 Lists/outlines class activities and objectives for the day (on the board, OH or PP) or articulates these in another manner
 Lesson has a beginning, middle and end.
 Topic is related to previous topics introduced in this course or related courses
 Objectives are stated and published (e.g. on course syllabus, web page)

C. Clear Written and Oral Communication	1	2	3	4	5	N/A
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1. Models clear, enthusiastic, excellent vocabulary and mannerisms. Written materials clear, accurate and fitting to subject.
3. Verbal communications and written materials of average quality.
5. Poor quality in spoken or written communication lacks enthusiasm; inappropriate or inaccurate vocabulary.

Sample Indicators:

Connects with students, does more than lecture
 Encourages students, draws out quiet students
 Makes eye contact
 Communicates with students vs. talking at them
 Doesn’t read from notes, stands, moves about while speaking
 Assesses understanding periodically during class session
 Asks questions, especially open-ended questions
 Is excited about subject; animated
 Avoids distracting speech patterns (e.g. frequent “uh”, “aaahh”, and “you know”)
 No spelling/grammar errors in speech or written materials (board, handouts, website, emails)
 Board work is legible, organized, accurate in spelling and content
 Avoids language that stereotypes race, gender, ethnicity
 Avoids inappropriate language and jargon
 Pace of speaking is appropriate

D. Teaching Methods	1	2	3	4	5	N/A
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1. Uses teaching method(s) appropriate for the subject and to the diversity of learning styles.
(Evaluator may review syllabus for evidence of teaching methods.)
3. Uses limited, but adequate method(s) for the subject.
5. Uses teaching method(s) that are inadequate to address the variety of student learning styles.

Sample Indicators:

Review syllabus for indicators of alternative learning activities and assignments
 Taps into alternative learning styles (e.g. utilizes lecture, group work, student presentations, discussion)
 Interactive learning environment observed
 Q&A, group work
 Students are engaged; interest level is high
 Provides students with opportunity to practice skills
 Provides adequate feedback

E. Organization of Presentation and Activities	1	2	3	4	5	N/A
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1. Clearly organized and easy-to-follow patterns
3. Discernible organizational pattern
5. Apparent lack of organization

Sample Indicators:

Provides a syllabus the first class session
 Arrives in class early enough to organize, is not scattered or shuffling through notes/papers
 (e.g. puts outline & information on board, sets up demonstrations, VCR, computer etc.)
 Presents a clear sequence of, or progression in, material
 Transitions smoothly to new topics
 An outline (OH, PP or Board) is present when class begins
 Stays on track; doesn't get off on tangents
 Lesson has a beginning, middle and end.

F.	Good Time Management	1	2	3	4	5	N/A
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1. Time is managed well
3. Some parts of lesson go beyond time allocated or necessary
5. No apparent awareness of time and poor use of time

Sample Indicators:

Instructor arrives early enough to allow class to begin on time

Time isn't wasted between activities due to poor organization

(e.g. OH or PP not set up, tape not cued to proper place, needs to go to office during class)

Flexible in responding to inquiries, but doesn't run out of time because time was spent on a topic only marginally relevant

Doesn't allow small number of vocal students to control discussion

Well paced

Full class time is utilized

G.	Use of Appropriate Assessment Methods (Suggestion: Request, if appropriate, a quiz or test before the classroom visitation.)	1	2	3	4	5	N/A
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1. Methods of assessment are of ample number and variety so as to recognize differing learning styles and to determine mastery of student learning outcomes.
3. Methods of assessment are adequate to assess most student learning styles and student learning outcomes.
5. Assessments are insufficient to accurately measure differing student learning styles and student learning outcomes.

Sample Indicators:

(Usually need to refer to the syllabus)

Sufficient number and variety (e.g. exams, quizzes, written assignments, projects, readings) of methods are used to assess learning (can ask to review a sample exam)

Assessments require critical thinking

Assessments mirror the objectives that are stated and are related to text and class activities

Assessments are of a college level nature or quality

Includes written assignments or evaluations other than multiple choice

Taps alternative learning styles

Checks for understanding during class session

1 2 3 4 5

- ### Evaluation of Additional Criteria:

Possible Topics for Consideration:

Student comments or evaluations

Responds in a timely manner to requests of department chair, A&R, HR or others

Utilized a web page

Signature of Evaluator _____

Signature of Evaluatee _____

Rev. 7/05
Effective Classroom Observation Part Time AFT form
Dept. Chairs Retreat
N. Smith 9/03