**PROCEDURES AND CRITERIA FOR CLASSROOM OBSERVATIONS**

**INTRODUCTION**

In order to ensure the constant improvement of educational services rendered and outcomes achieved, it is imperative that any higher educational institution have a mechanism to systematically observe and offer feedback to its instructors. This document describes FVI’s procedures for classroom observations, which are meant to be used in evaluating faculty for coaching, continuing education, and promotion.

**PROCEDURES FOR CLASSROOM OBSERVATIONS:**

1. Classroom observations of teaching shall be conducted every month by a minimum of two members of the education department, by the Program Director or the School Vice President.

2. A second classroom observation by the same observer shall take place if requested by either the observer or the observed faculty member.

3. Faculty members who are being observed have the option of requesting an additional classroom observation from a department member or another faculty member of their own choosing.

4. Each observation shall be okay preceded by examination of syllabi and pertinent instructional materials provided by the faculty member to be observed and/or a pre-observation conference with the faculty member. At this time, they should discuss observation criteria and should discuss the nature of the course being evaluated.

5. The classroom observer should observe the faculty’s classroom for a minimum of 50 minutes.

6. Within 24 hours of the observation, the classroom observer must contact the faculty member to share preliminary observation results.

7. The classroom observer will need to be thoroughly versed (both from personal experience and other types of training) in the various ways a Faculty member can be effective in the areas of class structure, methods, Faculty member-student interaction, and course content. Every effort will be made by the observer to objectively comment upon the Faculty member’s effectiveness. The goal is to reinforce successful teaching and to offer helpful commentary.

8. Each observer shall provide written feedback on each classroom observation to the faculty member observed and the Program Director. A post observation conference may take place in addition to the written feedback given to the faculty member.

9. Written feedback from classroom observations provides evidence to be considered in the preparation of official evaluation documents such as Annual Performance Evaluation and Faculty Development Plan

**SUGGESTED CRITERIA FOR CLASSROOM OBSERVATIONS**

**1. Context of the class**

• Class prefix and title

• Number of students enrolled

• Number of students present

• Day and hour of class meeting

• Type of class (e.g. Lecture, laboratory, Seminar, etc.)

**2. Intellectual rigor**

• Appropriateness of course content, readings, and instructional materials

• Clear presentation of materials to stimulate understanding

**3. Mastery of subject**

• Appropriate choice of research, topics, and/or findings in the field

• Currency in the field

• Incorporating the faculty member’s own research into teaching (as appropriate)

**4. Careful preparation and clear organization of classroom activities**

• Effective use of class time

• Encouragement of critical thinking

• Appropriate response to students’ questions and comments

**5. Clear and effective communication with students**

• Ability to arouse student interest and curiosity

• Clear explanation of important ideas

• Willingness to seek and respond to feedback from students

**DEFINITIONS OF CLASSROOM OBSERVATION RATINGS**

**COULD IMPROVE**

A rating of “Could Improve” signals that the faculty member has not demonstrated effectiveness in the area being observed. For example, a Faculty member may only quickly refer to the homework for the next class period, without fully explaining the requirements of the homework. Or, the faculty member may use inferior handouts that are hard to read and understand. Perhaps the faculty member has problems organizing his or her thoughts and lecture content or does not clearly explain the concepts being taught. This rating implies that with some effort, the faculty member could greatly improve his or her effectiveness in the area noted.

**ACCEPTABLE**

A rating of “Acceptable” indicates that the faculty member has adequately addressed the area being observed. For example, to a degree, he or she invited class discussion or employed non-lecture activities. Perhaps his or her lecture is thorough and sound, though it is not exceptionally good. Or, to an acceptable degree he or she relates concepts to student experience. An “Acceptable” rating indicates that the Faculty member has satisfied the important minimum expectations; however, he or she has not demonstrated exceptional effectiveness in this area.

**EXCELLENT**

A rating of “Excellent” reveals that the faculty member being observed has demonstrated exceptional effectiveness in the area observed. He or she conducted an effective classroom discussion, involving all members of the class. He or she may have used effective and innovative technology that caught class attention and interest. Perhaps the faculty member is exceptionally organized or has a uniquely effective way of explaining complex topics. An “Excellent” rating indicates that the Faculty member is especially effective, engaging the students’ intellectual curiosity.

**THE FINAL REPORT**

1-Introduction

2-Areas of strength: a) Punctuality

b) Greeting and body language

c) Voice projection

d) Links with the previous lecture

e) Signposting

f) Use of multimedia

3- Areas for improvement

4- Recommendations

5- Conclusion

**PLAN FOR IMPROVEMENT CLASSROOM MANAGEMENT**

As required by FVI all Faculty members who receive a **Composite Rating** of Could Improve (Ineffective), shall be required to develop a **Faculty member Improvement Plan (TIP)** in collaboration with his/her supervisor and Program Director. All Faculty members who receive a **Composite Rating** of Acceptable (Developing) shall be required to develop a **Personal** **Development Plan** in collaboration with his/her supervisor and Program Director.

Faculty member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Observation Dates: \_\_\_\_\_\_\_\_\_\_\_\_

Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School/Location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

**Planning and Preparation Learning Environment Instruction Professional Responsibilities**

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the Faculty member’s improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

|  |  |  |  |
| --- | --- | --- | --- |
| **Goals to address area(s) checked off above.**  **Establish classroom routines and procedures to reduce the loss of instructional time.**  **Establish and implement consistent standards of conduct to maintain an orderly classroom**  **Establish and implement learning tasks that result in active intellectual engagement of the students.**  **Pose questions to promote student thinking and understanding.** | **Activities/PD to support improvement**  **Use timing device (Computer Timer Tools or a countdown) to signal students (Explain to students’ purpose and procedure of the timing device.)**  **Collaborate with Program director or Tutor\* on list of specific standards of conduct and consequences for misbehaviors.**  **Explain standards of conduct to whole class**  **Monitor student behavior regularly and when individual students misbehave, respond immediately**  **Observe Ms/Mr. \_\_\_\_ who uses the strategy of Signposting**  **Observe Ms/Mr. \_\_\_\_who uses open-ended questions and makes effective use of wait time. Observe how she/he builds on student responses to questions and how the questions enable the students to engage in discussions with each other. Discuss the observation with Program Director or Tutor.**  **Review the Ten-Minute In-service\* and assist to training about Classroom Management**  **Use open-ended questions, inviting students to think and actively engage in discussions.** | **How will the improvement be assessed?**  **Informal Observation**  **Meet with Program Director or Tutor**  **Informal Observation\***  **Informal Observation**  **Formal Observation\***  **Meet with Program Director or Tutor**  **Meet with Program Director or Tutor**  **Formal Observation\*** | **Timeline**  **Informal observation by \_\_\_\_\_ and ongoing throughout year**  **By \_\_\_\_\_\_\_\_**  **By \_\_\_\_\_\_\_\_\_\_**  **Informal observation by \_\_\_\_\_\_\_\_\_\_ and ongoing throughout year**  **By\_\_\_\_\_\_\_\_**  **Informal Observation by \_\_\_\_\_\_ and ongoing throughout year**  **By \_\_\_\_\_\_\_\_**  **By \_\_\_\_\_\_\_\_-**  **Formal Observation on \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_** |

List of Participants:

Date: \_\_\_\_\_\_\_\_\_\_

**\* Formal Observation will be conducted twice in the year for Faculties with ineffective performance**

**\* Informal Observation will be conducted every month during a calendar year**

**\* Tutor: The faculty Tutor is an experienced and skilled educator who serves as a source of information, guidance, and professional development to assist the tutored in achieving excellence in the four domains of faculty performance. (Teaching, Scholarly & Creative Engagement, Institutional Responsibility, and Service).**

**\* Book: Ten-Minute In-service by Todd Whitaker & Annette Breaux**