Face-to-Face Observation Instructional Appraisal Form *Note: It may not be possible to demonstrate*

*all of these behaviors in one session*

Class: Faculty: Date: Dean:

|  |  |  |
| --- | --- | --- |
| **Student Engagement**  | Observed  | Comments/Evidence |
| There is an atmosphere of mutual respect and diverse viewpoints.  |  |  |
| There is evidence of academic rigor. |  |  |
| Student questions to faculty are responded to appropriately. |  |  |
| There is active learning (simulation, role playing or other). |  |  |
| There is appropriate application to the real world. |  |  |
| Learning is monitored and instruction is adjusted. |  |  |
| **Overall Organization**  |  |  |
| Lesson objectives are made clear to the students. |  |  |
| Key points are summarized throughout the lesson. |  |  |
| The lesson is related to past and future lessons.  |  |  |
| Terms are defined or background given as necessary.  |  |  |
| **Communication and Presentation**  |  |  |
| Concepts are explained clearly. |  |  |
| A variety of teaching techniques are used.  |  |  |
| Examples are given to clarify points. |  |  |
| Instructor speaks with effective vocal quality, volume and rate. |  |  |
| Technology use enhances learning. |  |  |
| **Managing the Learning Environment** |  |  |
| Instructor controls the pace. |  |  |
| Students are on task or attentive. |  |  |
| Class organized for student success. |  |  |

**Student feedback** (surveys, instructor provided, etc.):

**Syllabus reviewed and checklist completed.** Yes \_\_\_\_\_\_ No \_\_\_\_\_\_

**Semester Course Assessment completed.** Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_

**Year-End Program Assessment completed** (NA for Liberal Arts/adjuncts) Yes \_\_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_\_

**Professional Development Form**  Yes \_\_\_\_\_ No \_\_\_\_\_ NA

UFT only: 1) provide report of activity on old plan and 2) provide new plan.

**Additional Comments from Dean (notes from faculty conference):**

**Faculty Response:**

Faculty: Dean:

(signature) (signature)

Date: Date: