Classroom Observation Form
Levels of Development

The following tables are provided to help clarify the four levels of development for each of the sections of the Classroom Observation Form. We recommend that observers familiarize themselves with the instructional moves/strategies that correspond to each level before the classroom visit.

Classroom Management

Unsatisfactory	Basic	Proficient	Distinguished
Much instructional time is lost due to inefficient classroom routines and procedures. There appear to be no established standards of conduct, or students challenge them. There is little or no instructor monitoring of student behavior, and response to students' misbehavior is disrespectful.	Some instructional time is lost due to partially effective classroom routines and procedures. Standards of conduct appear to have been established, but their implementation is inconsistent. The instructor tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There is little loss of instructional time due to effective classroom routines and procedures. Student behavior is generally appropriate. The instructor monitors student behavior against established standards of conduct. Instructor response to student misbehavior is effective, consistent, proportionate, and respectful.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Student behavior is entirely appropriate. Instructor monitoring of student behavior is subtle and preventive. The instructor's response to student misbehavior is respectful.

Respect and Rapport

Unsatisfactory	Basic	Proficient	Distinguished
Patterns of classroom interactions, both between instructor and students and among students, are mostly negative, inappropriate, or insensitive. The instructor does not deal with disrespectful behavior. The instructor makes no attempt to use student names.	Patterns of classroom interactions, both between instructor and students and among students, are generally appropriate but may reflect occasional inconsistencies. The instructor attempts to respond to disrespectful behavior, with uneven results. The instructor uses student names occasionally.	Instructor-student interactions are friendly and demonstrate general caring and respect. Interactions among students are generally polite and respectful, and students exhibit respect for the instructor. The instructor responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like. The instructor uses student names frequently.	Classroom interactions between the instructor and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the instructor and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. The instructor uses student names during all interactions.

Presentation

Unsatisfactory	Basic	Proficient	Distinguished
The instructor's presentation of the content contains major errors and does not include any explanation of strategies students might use. The difficulty or organization/sequencing of the examples is inappropriate. The instructor's oral presentation is difficult to hear and understand. The instructor's board work is difficult to read, cluttered, and does not model good work habits.	The instructor's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The instructor's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The difficulty of examples is appropriate, but the organization and sequencing may miss opportunities to highlight connections between the examples. The instructor's board work is clear with some occasional clutter. With few exceptions, the instructor models good work habits.	The instructor's explanation of content is clear and accurate. During the explanation of content, the instructor focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The difficulty increases appropriately throughout the examples, which involve many key conceptual and procedural elements. The instructor's board work is organized and clear; strategic erasing helps eliminate clutter. Important ideas are highlighted and remain for reference throughout the lesson. Good habits are modeled throughout.	The instructor's explanation of content is thorough and clear, developing conceptual understanding. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The difficulty of examples increases smoothly, allowing students to grapple with all key conceptual and procedural elements of the topic at hand. The instructor's board work is organized and clear. Important ideas/connections and common student mistakes are highlighted. The instructor models, and brings attention to, good work habits.

Student Engagement

Unsatisfactory	Basic	Proficient	Distinguished
The instructor displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. The lesson is predominantly lecture with little or no student engagement. Only a few students participate in any way during the class.	The instructor's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. The instructor's questions lead students through a single path of inquiry. Alternatively, the instructor attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The instructor attempts to engage all students in the discussion with uneven results.	The instructor's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. While the instructor may use some low-level questions, he poses questions designed to promote student thinking and understanding. The instructor creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The instructor successfully engages most students during the lesson.	The instructor's plans and practice reflect familiarity with a wide range of effective pedagogical approaches and the ability to anticipate student misconceptions. The instructor uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse. Nearly all voices are heard in the classroom discussion.

CLASSROOM OBSERVATION FORM

Instructor Name: _____**Brielle_Komosinski**_____   Date: __**10/3/2024**_____

Observer Name: _____**Omar Pacheco**_____   Type: (**Traditional**) Synchronous   Hybrid

Course: MAT __**1800**_____   Topic(s) Covered: _____**RRT**_____

Indicate current level of development for each section using the following scale:

Unsatisfactory   Basic   Proficient   Distinguished

NB: It may be helpful to take photos to document key elements of the lesson (e.g. quality of the written presentation, student (dis)engagement). Photos can be appended to the Observation Form.

Classroom Management (Key Ideas: Routines, Procedures, Preventing/Handling Disruptions)

Describe evidence of classroom norms/routines or procedures (e.g. Does class begin/end on time? Does the instructor take attendance? Is homework assigned? Are papers returned? If so, how? Is there a clear start/end to the lesson?). Note how these procedures affect the instructional time.

 Instructor entered at 4:30. Class began at 4:32. Started with a quiz. Students trickled in until 4:38. Students understood entering late hindered quiz time.

ATTENDANCE: Marks attendance while students are seated (knows all of them).
HW: Homework is all set up and assigned online.

Describe any disruptions (active or passive) in the classroom (e.g. talking, cell phone usage, late students) and how they are handled.
Late students entered quietly.
Student in front of me listed to music (on headphones). I could hear it. Maybe others couldn't. No one seemed bothered.
Students were laughing, addressed it jovially, shut it down quickly without embarrassing or making a big deal out of it, and moved on.

Classroom Management: Unsatisfactory   Basic (**Proficient**) Distinguished

Respect and Rapport (Key Ideas: Name Use, Mutually Respectful, Inclusive, Responsive)

Describe examples of when/how the instructor uses students' names.

I didn't hear specific names used for the 50 minutes I was there, but she easily interacted with many students.

Describe the strategies/moves that the instructor uses to create an inclusive atmosphere of mutual respect. (Consider body language, eye contact, facial expression, movement around the classroom, interactions with students).

Moved around a lot.

Eye contact when answering questions

Describe how the instructor encourages and responds to student contributions and questions (citing specific examples if possible).

Open questions for anyone to answer.

Student noticed an alternate way to solve a problem (using factor by grouping as opposed to rational root theorem). She went through the problem using grouping to show the student they were correct in thinking that instead of just brushing it off and/or saying "we are doing RRT now".

Respect and Rapport: Unsatisfactory   Basic   Proficient   Distinguished

Presentation (Key Ideas: Organization, Correctness, Oral and Written Clarity)

Describe the organization of the lesson. Consider the following questions: Is there a clear, appropriate (possibly unstated) focus? Is the choice, sequencing, and pacing of examples appropriate? Are the concepts/procedures are correctly and clearly explained? Is there evidence that the concepts/procedures are clear to the students?

After the quiz, passed out an old 1800 final to show what questions look like and how they should know how to relatively do half of it.

Tech wasn't working, adjusted quickly.

Thoroughly went through examples and even wrote mini-notes and reminders on the board in case someone didn't hear her say it out loud.

Describe the oral and written presentation. Include comments on the clarity, rate, and volume of speech as well as the legibility and organization of the instructor's board work.

I sat in the back, she was loud enough to hear. Wrote legible. There's a lot of monitors in the room so I imagine the presentation is even more clear when it works.

Presentation Level: Unsatisfactory   Basic   (Proficient)   Distinguished

Student Engagement (Key Ideas: Varied Approaches, Involvement, Student Thinking)

Check the student engagement strategies that the instructor used during this lesson:

- ☒ Posing short-answer question(s) to whole class (e.g. choral response)
- ☐ Posing short-answer question(s) to an individual student (e.g. "Can someone raise a hand if you know…" "Joe, can you tell us…")
- ☒ Asking a student to lead a multistep solution
- ☐ Having student(s) come to the board
- ☒ Posing a conceptual question to the whole class (and giving time to think)
- ☐ Incorporating a Think-Pair-Share
- ☒ Working in small groups (three or more students)
- ☒ Other __Students were comfortable enough to ask each other mini questions quietly throughout lecture _____

Describe how the instructor involves students (or *could* involve them) in the learning process (e.g. answer questions posed by the instructor, individually work problems posed by the instructor, work in pairs/groups, work at the board).

Ask questions for students to answer out loud. Flip class so lots of group work. Students are comfortable enough to quietly explain concepts to their neighbor. Students are comfortable enough to ask questions.

What evidence indicates that the class is or is not attentive/engaged?

Everyone was taking notes, communicating with each other if they missed something or copied something wrong, answering questions.

Student Engagement: Unsatisfactory   Basic   (Proficient)   Distinguished

<u>Preparation and Course Organization</u> (To be discussed at post-evaluation meeting):

Did you provide students with a clearly written syllabus? Does it contain a clearly written grading policy?

____YES_____

How many office hours do you hold? Are they well attended? Is the time convenient for students?

_____2, one hour before class. Very well attended_____

How much time, on average, do you spend preparing for each class?

___1 full day, then some time before class. Overprepares, but that's her personality_____

Are you following the department course outline/pacing?

_____yes_____

How often do you assign homework (or other hand-in assignments)? Do you grade it? How quickly do you return it?

_____regularly scheduled all online_____

Are you evaluating students sufficiently/effectively?

___first test average was an 83% and 92 median _____

Number of Tests ___3_____   Number of Quizzes ___11 (top 9)_____

How do you keep course records (e.g. attendance, grades)?

_____through canvas_____

Summary and Suggestions (Please include at least one suggestion/goal that can be a focus for a future observation):

Get students involved a little bit more. More open questions. Ask "what's next" or something similar. This sounded like a recap lesson which could've been lead by students a bit more to let you know how much recap you needed to do.

CURRENT OVERALL LEVEL OF DEVELOPMENT: (Please circle only one)

Unsatisfactory   Basic   Proficient   Distinguished

Observer Signature: _____   **Date:** _____

Instructor Signature: ___Brielle Kowalski_____   **Date:** ___10/11/24___