

**Zane State College Faculty Observation Form [Fall 2016 Draft]**

Instructor Name: \_\_\_\_\_ Date: \_\_\_\_\_ High School: \_\_\_\_\_  
 Observer Name: \_\_\_\_\_ Course Observed: \_\_\_\_\_

Peer Observation  
 Administrator Observation

<b>Planning and Preparation/Content Knowledge</b>				
<b>Superior</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>	
<i>Superior content knowledge and exceptional preparation</i>	<i>Good content knowledge and acceptable preparation</i>	<i>Shows gaps in content knowledge and preparation skills need improvement.</i>	<i>Unacceptable content knowledge and unacceptable preparation</i>	<i>Not observed</i>
<i>Superior structure and order of presentation. Superior clarification and overview of important topics.</i>	<i>Good structure and order of presentation. Effective clarification and overview of important topics.</i>	<i>Inconsistently structured presentation. Little or no clarification or overview of important topics. Needs improvement.</i>	<i>Unacceptable structure and order of presentation. No clarification or overview of important topics.</i>	<i>Not observed</i>
<b>Comments:</b>				
<b>Classroom Management/Creating an Environment for Learning</b>				
<b>Superior</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>	
Arrived early, started promptly on time, moved through material at appropriate pace.	Arrived on time, started within minutes of the start time, moved through material at appropriate pace.	Arrived or started late, moved through material too quickly or too slowly. Needs improvement.	Arrived and started late, moved through material at ineffective/unacceptable pace.	<i>Not observed</i>
Superior command of classroom and management of student behavior. Exceptional concern for students' acquisition of knowledge.	Sufficient command of classroom. Good management of student behavior. Appropriate concern for students' acquisition of knowledge.	Inconsistent command of classroom. Inconsistent management of student behavior. Little concern for students' acquisition of knowledge.	No command of classroom. Student behavior was poorly managed. No concern for students' acquisition of knowledge.	<i>Not observed</i>
Superior use of equipment or technology.	Productive use of equipment or technology.	Under-productive use of equipment or technology.	Ineffective/unacceptable use of equipment or technology.	<i>Not observed</i>
<b>Comments:</b>				
<b>Effective Communication/Student Engagement</b>				
<b>Superior</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>	
Exceptional speaker, displays excellent speaking skills and demonstrates great interest in subject matter.	Good speaker, displays effective speaking skills and demonstrates interest in subject matter. Minor problems with _____ (projection, filler-words, emphasis, etc.)	Flawed speaking skills, demonstrates little interest in subject matter. Needs improvement in these areas. Substantial problems with _____ (projection, filler-words, emphasis, etc.)	Unacceptable/unprofessional speaking skills, shows apathy toward subject matter.	<i>Not observed</i>
Exceptionally polite/professional when speaking to students, shows enthusiasm and concern when communicating with students.	Polite/professional when speaking to students, shows concern when communicating with students.	Appears disengaged when speaking to students, shows little concern when communicating with students.	Avoids speaking to students. Shows no concern when communicating with students.	<i>Not observed</i>
Superior responsiveness to student questions/opinions and strong ability to stimulate student participation.	Responded well to student questions/opinions and showed a sufficient ability to stimulate student participation.	Mediocre responses to student questions/opinions and showed little ability to stimulate student participation.	Unacceptable responsiveness to student questions/opinions and showed no ability to stimulate student participation.	<i>Not observed</i>
Superior management of Active Learning Techniques such as student demonstrations, students teaching students, case studies, role playing, service learning, etc.	Well managed use of Active Learning Techniques such as student demonstrations, students teaching students, case studies, role playing, service learning, etc.	Minimal use of Active Learning Techniques such as student demonstrations, students teaching students, case studies, role playing, service learning, etc.	Unacceptable management of Active Learning Techniques such as student demonstrations, students teaching students, case studies, role playing, service learning, etc.	<i>Not observed</i>
<b>Comments:</b>				

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**Course Syllabus – Evidence**

All instructors will be provided with the master syllabus for each of their courses. As listed on the master syllabus, all Course Objectives/Student Learning Outcomes must be met.

Superior	Good	Needs Improvement	Unacceptable
Syllabus is branded. Courses utilizes Blackboard beyond the minimum requirements.	Syllabus is branded. Course utilizes the minimum Blackboard requirements.	Syllabus is branded. Blackboard utilization does not meet all expectations.	Syllabus is not branded as Zane State College. Blackboard is not being utilized.
Superior evidence that the course adequately meets all course objectives as stated in the master syllabus.	Sufficient evidence that the course adequately meets all course objectives as stated in the master syllabus.	Additional evidence is needed to confirm that the course adequately meets all course objectives as stated in the master syllabus.	Little or no evidence that the course adequately meets all course objectives as stated in the master syllabus.
Superior evidence that all Student Learning Outcomes as listed in the master syllabus are being addressed.	Sufficient evidence that all Student Learning Outcomes as listed in the master syllabus are being addressed.	Additional evidence is needed to confirm that all Student Learning Outcomes as listed in the master syllabus are being addressed.	Little or no evidence that all Student Learning Outcomes as listed in the master syllabus are being addressed.

Check below the types of evidence that were provided:

Rubrics  Projects  Assignments  Exams  Student grades

Other: \_\_\_\_\_

**Comments:**

**Plan for professional development ONLY IF NEEDED** (training, intervention, mentoring, observe others' classrooms, Zane State professional development options, etc.)

If needed, include a detailed list of professional development goals and/or objectives, how each will be accomplished, and time frames for each.

Professional Development Goal/Objective	How it will be accomplished	Deadline

Comments:

Instructor signature/date: \_\_\_\_\_

Observer Signature/date: \_\_\_\_\_

Chair/Supervisor Signature/date: \_\_\_\_\_

Division Dean Signature/date: \_\_\_\_\_

Provost Signature/date: \_\_\_\_\_