

Victor Valley College
Observation Form For On-Site and Online Classes
RUBRIC - PART-TIME FACULTY PEER OBSERVATION REPORT

To the Instructor:

The peer or administrative observation is designed to review your instructional methods. Select the date and time of your observation and follow-up conference, which must be convenient to both you and the observer.

To assist the observer, please provide him or her with the following documents.

- A copy of your course syllabus, including SLOs (from the Vice President of Instruction's office)
- Course goals, objectives, and student learning outcomes
- Lesson plans for this class, including assignments, tests, activities, and other materials to be used.

To the Observer:

As the observer, you are expected to complete the peer observation form by observing the instructor for at least 30 minutes in the classroom or online and discussing your findings during a conference within one week following the observation. You and the instructor being observed agree on a date and time, and the instructor will provide you with the documents listed above.

Please rate the instructor on the items on the observation form using the following scale:

1 - Unsatisfactory	2 - Needs Improvement	3 - Satisfactory
4 - Above Average	5 - Excellent	N/A - Not applicable

An unsatisfactory rating indicates the instructor is unable to demonstrate any positive example of the item, while an excellent rating suggests that the instructor is superbly competent with the item. The ratings between these two extremes designate how well the instructor demonstrates the item, and you have the discretion to develop a rating based on what you have observed. An item that was not observed or was not part of this class observation is rated N/A but may be reviewed during the follow-up conference. A rubric sampling the items in each section of the Observation Report is provided below to assist you to define further the intent of the items. You are encouraged to include comments in the blank box under each section to support your ratings and to facilitate the discussion later.

After the observation is complete, you and the instructor are expected to confer about your findings. The discussion should focus on the instructor's strengths as well as weaknesses, citing examples of each. The discussion should also include a review of those items that were not noted during the observation or were not observable online. These items should be appraised using the documents provided to you by the instructor.

When the discussion is completed and the form signed, the observer delivers the form and supporting papers to the appropriate dean's office.

RUBRIC

The Classroom Environment section is designed to examine the instructor's ability to work with the students in the class. An effective instructor is open and available to students for questions, varies the classroom atmosphere for learning, and controls the activity in the classroom enabling all students to learn. The observer should be looking at the students' behavior as well as the instructor's.

Item	Unsatisfactory	Needs improvement	Satisfactory	Above average	Excellent	N/A
1. Rapport	No eye contact with students; does not know students' names; one-way communication; distant				Has eye contact with students; knows student's names; has two-way communication	
3. Classroom management skills	Time is not used efficiently; inappropriate transition time between activities				Keeps students engaged in learning activities; moves students from one topic or activity to another after ascertaining student readiness	
5. Motivational strategies	Ignores students' preferences and interests; focuses on own interests; uses only one method or strategy				Uses students' interests in class examples; uses multiple strategies or methods to appeal to students' interests	
7. Classroom behavior	Permits students to sleep, talk or text on cell phones, be late consistently for class; responds to different student behaviors with anger				Discusses students' inappropriate behavior in private; notes consequences of bad behavior in syllabus; enforces syllabus	

For the Curricular/Instructional Planning and Assessment section, the observer is determining the instructor's goals and objectives for the course and for this particular class, as well as determining the instructor's preparedness for the class. Goals, objectives, assessment as indicators of a sequenced unit should be discussed when they are not observed in the class.

Item	Unsatisfactory	Needs improvement	Satisfactory	Above average	Excellent	N/A
8. Content knowledge	Unable to answer even simple questions about the lesson's content				Displays knowledge of content with relevant stories; uses reasonably abstract questions that cause students to think	
13. Learning environment	Begins lecture with no introduction; does not relate new information to previous class work				Uses media or other accessory items to call students attention to the formal class time; explains how today's topic is related to the whole unit being studied	
18. Appeals to different cultures and learning styles	Uses demeaning manner with students; uses only one method of presentation; fails to recognize individual student's learning needs				Incorporates examples of students' cultural experiences as part of the class's content; uses verbal, visual, kinesthetic, and other methods to convey the class's content	

The Student Outcomes section is a means of determining how students will benefit from the information presented in the class. Much of this information will need to take place in the discussion following the class observation; however, some aspects may be demonstrated in class.

Item	Unsatisfactory	Needs improvement	Satisfactory	Above average	Excellent	N/A
19. Provides ways to demonstrate knowledge	Students are unable to state what they have learned, and they cannot use the knowledge presented to them				Students enthusiastically relate to the information used and can be used in other settings	