

*Department of English Observation Report\_ Option B*

Dear Observer and Lecturer,

Thank you for being a part of the Lecturer evaluation process which aims to both ensure and foster excellent teaching within the Department of English. As both parties prepare for the classroom observation, please note the following procedures:

- The Observer and the Lecturer should coordinate to find a mutually agreed upon date for the observation, ideally when a range of instructional activities will occur that typify the Lecturer’s approach. Observers should give Lecturers as much notice as possible; in no circumstances may an Observer observe a class without 5 days written notice to the Lecturer.
- The Lecturer should submit a brief lesson plan to the Observer, including the goals for the lesson, along with any context about past lessons/upcoming lessons. The Lecturer should also provide the Observer copies of any handout for the class or other useful documents (upcoming assignment prompt, syllabus, etc.)
- After the observation, both parties should discuss the session to enable both parties to ask and answer questions, clarify, and share impressions about the class. This discussion should be used to assist the Observer in finalizing their observation report; observation reports are submitted to the LHAEC and the Lecturer.
- The Observer will submit the observation form to the Chair of the LHAEC and to the Lecturer; Lecturers may choose to rebut or append comments to an observation if necessary within 10 days.

Instructor	Course	Date	Observer	# present	# late	#enrolled
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**PRIMARY CLASS ACTIVITIES** (briefly describe)

1.
2.
3.

***\*\*Observers, please note specific observations or descriptions (not just checkmarks) in the appropriate boxes below. Please summarize particular strengths or challenges on the reverse. Descriptive narratives are welcome on the reverse, although not required.***

<b>CONTENT</b>	Strong	Developing	Needs Mentoring	N/A
Clear learning objectives and plans progress made toward lesson goals				
Preparedness and appropriate use of classroom materials				
Appropriate, knowledgeable leadership/facilitation of subject matter				

Ability to intellectually engage students with course content				
<b>PRESENTATION</b>	Strong	Developing	Needs Mentoring	N/A
Organization and professionalism				
Time, pacing, and transitions				
Well-orchestrated activities and Sequencing				
Clear explanations/instructions				
Appropriate balance of inquiry techniques (inductive/discovery) with information-giving techniques (direct explanation)				
Use of varied modalities (listening, speaking, reading, writing, etc.) and attention to multiple ways of learning				

<b>INTERACTION WITH STUDENTS</b>	Strong	Developing	Needs Mentoring	N/A
Respectful attitude towards students				
Structured opportunities for student participation and involvement				
Perception of students' ability to understand content and activities, and appropriate adjustments made in response				
Useful feedback to student responses questions				
Overall engagement of students				

**COMMENTS** (particularly elaboration on any “Developing” or “Needs Mentoring” categories; please include below or on attached):