

*Department of English Observation Report\_ Option A*

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.

When observing a class, Observers should particularly note the criteria listed below, as they help to determine a Lecturer’s teaching strengths and weaknesses:

<b>Matters of Content</b>	<b>Matters of Presentation</b>	<b>Matters of Interaction with Students</b>
<ul style="list-style-type: none"> <li>○ Clear learning objectives and plans; progress made toward goals of lesson</li> <li>○ Preparedness and appropriate use of classroom materials</li> <li>○ Appropriate and knowledgeable leadership/facilitation of subject matter</li> <li>○ Ability to engage students in intellectual conversation of course content</li> </ul>	<ul style="list-style-type: none"> <li>○ Organization and professionalism</li> <li>○ Time, pacing, transitions</li> <li>○ Well-orchestrated activities and sequencing</li> <li>○ Clear explanations and instructions</li> <li>○ Appropriate balance of inquiry techniques (inductive/ discovery) and information-giving techniques (direct explanation)</li> <li>○ Use of varied modalities (listening, speaking, reading, writing) and attention to multiple ways of learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Respectful attitude towards students</li> <li>○ Structured opportunities for student participation and involvement</li> <li>○ Perception of students’ ability to understand content and activities, and appropriate adjustments made in response</li> <li>○ Useful feedback to student responses and questions</li> <li>○ Overall intellectual engagement of students</li> </ul>

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 Instructor                                      Course                                      Date                                      Observer                                      # present                                      #late                                      #enrolled

**1. PRIMARY CLASS ACTIVITIES** (briefly describe)

<b>1.</b>	
<b>2.</b>	
<b>3.</b>	

**2. STRENGTHS AND AREAS FOR IMPROVEMENT**(briefly comment on reverse or attached with concrete examples)