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**Classroom Observation**

1. **Once your classroom observation has been scheduled, please follow the below listed steps:**
* Complete the *Faculty Pre-observation Form* and return to the evaluator no later than one business day prior to your scheduled classroom observation.
* Complete the *Syllabus Review Form*, checking yes or no to identify what items you have included on your syllabus.
	+ Return the Syllabus Review Form **and** a copy of your current course syllabus to the evaluator no later than one business day prior to your scheduled classroom observation.
1. **Complete your classroom observation**
2. **After your classroom observation, please follow the below listed steps:**
* Schedule a meeting to review the observation with the supervisor that completed your evaluation.
* Complete the *Self-Performance Appraisal Form* and return to the evaluator no later than one business day prior to your meeting.

**Faculty Pre-observation Form**

## **Please submit this form and any additional course materials to your evaluator no later than one business day prior to your scheduled classroom observation.**

Instructor: Course:

Room: Day: Time:

1. What are your objectives for this class session? Do the day’s lesson objectives tie to a specific course outcome, if so which one?
2. Is this the introductory lesson, reinforcing lesson or concluding lesson for this session’s objectives?
3. What teaching technique(s) will you be using?
4. Is there anything that you want an observer to pay special attention to during the class?
5. How will you assess whether you accomplished the objectives for this class session?

**Syllabus Review Form**

## **Please submit this form to your evaluator no later than one business day prior to your scheduled classroom observation.**

The syllabus is an expansion of the common course outline that includes details relevant to the instructor, course, semester offered and statements to comply with the Office of Civil Rights (OCR) standards. Per MSCF contract and System Policy 3.22: Course Syllabus, the syllabus must be developed and disseminated during the first week of classes to all students registered in the course.

Suggested information items included in the course syllabus:

**Yes No**

\_\_\_ \_\_\_ Course prefix, number and title

\_\_\_ \_\_\_ Instructor contact information (name, email, phone, office location)

\_\_\_ \_\_\_ Course information (credits, prerequisites, co-requisites)

\_\_\_ \_\_\_ Course description

\_\_\_ \_\_\_ Student learning outcomes

\_\_\_ \_\_\_ Required materials

\_\_\_ \_\_\_ Grading/evaluation

\_\_\_ \_\_\_ Course policies and practices

\_\_\_ \_\_\_ Academic dishonesty statement

\_\_\_ \_\_\_ Statement of accommodations

\_\_\_ \_\_\_ Statement of diversity

\_\_\_ \_\_\_ Other items unique to course, content, instruction, etc.

\_\_\_ \_\_\_ Office hours listed

\_\_\_ \_\_\_ Consistent with the Common Course Outline

# 3.22 Course Syllabi

Part 1. Purpose. The course syllabus is prepared to provide students with information on the course content, course requirements, and course expectations.

Part 2. Definitions.

Subpart A. Course Outline. The course outline is the document approved by the college or university curriculum committee and shall include the course title, course description, prerequisites, total credits, lecture/lab breakdown, and student learning outcomes.

Subpart B. Course Syllabus. The course syllabus is a document that contains the elements of the corresponding course outline, standards for evaluation of student learning, and additional information which reflects the creative work of the faculty member.

Part. 3. Dissemination to Students. Each college and university shall establish institutional procedures which assure that each student enrolled in a course shall be provided a course syllabus within a maximum of one week from the first class meeting. When courses are offered in a condensed format, the time frame for distribution of the syllabus shall be adjusted accordingly.

Part 4. Dissemination to College or University Administration. The faculty member shall, upon request, provide a copy of the current course syllabus to the college or university administration according to institutional procedures.

**NORTHLAND COMMUNITY & TECHNICAL COLLEGE**

**CLASSROOM OBSERVATION**

|  |  |
| --- | --- |
| Instructor Name: | Class: |
| Evaluator: | Date/Time: |
| Comments: |

 *Fergus Falls Community College*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Engagement** | Yes | No | Unclear or N/A | Comments |
| Fostered a learning environment of mutual respect and diverse viewpoints. |  |  |  |  |
| Instructor was receptive to the expression of student views/responses. |  |  |  |  |
| Questions were answered clearly. |  |  |  |  |
| Involved the students in learning by asking questions, simulation, role playing or other classroom activity. |  |  |  |  |
| Monitored student learning and adjusted instruction. |  |  |  |  |
| **Overall Organization** | Yes | No | Unclear or N/A | Comments |
| Lesson objectives were made clear to the students. |  |  |  |  |
| Related today’s lesson to past and future lessons. |  |  |  |  |
| The presentation was well organized. |  |  |  |  |
| Key points were summarized throughout the lesson and at the end. |  |  |  |  |
| Defined terms, concepts or gave background information when needed. |  |  |  |  |
| **Communication and Presentation** | Yes | No | Unclear or N/A | Comments |
| The instructor communicated the subject matter to the students. |  |  |  |  |
| Examples were given to clarify points and varied explanations for complex materials. |  |  |  |  |
| Instructor spoke with effective vocal quality, volume and rate. |  |  |  |  |
| Technology use enhanced learning. |  |  |  |  |
| Utilized a variety of materials and methods to augment the learning environment |  |  |  |  |

What were key strengths demonstrated by the instructor?

What opportunities for growth exist for the instructor? How can the institution help support the instructor in these opportunities?

Instructor’s response:

Instructor signature: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor signature: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Self-Performance Appraisal Form**

Faculty\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please complete a self-performance appraisal of perceived strengths/concerns, and areas for development stating in narrative fashion your personal reflections on your teaching. This self-appraisal should include reflection on your overall pedagogical teaching style.

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Narrative:

Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_