

Instructional Observation Guide

FACE TO FACE/SYNCHRONOUS ONLINE: Narrative Version (May 2021)

Note: Not all features in this form will be observable in every Canvas site. Examples listed are not comprehensive; criteria below can take many forms, including but not limited to those listed here.

Essential Evidence of Excellence in Inclusive Teaching Includes:

1. **Teaching Effectiveness:** Instructor allows students time to process and answer questions, listens to student comments and questions using supporting/reflective listening skills, and elicits responses requiring reasoning.
2. **Reflective Practice and Continual Refinement:** Instructor is reflective of their own characteristics, positionality, and power and the effects of these factors on student learning.
3. **Multilogical Thinking:** Instructor endeavors to provide more than one perspective, identify strengths and limitations of perspectives presented, and engage students in reflective critiques of disciplinary perspectives.
4. **Equity:** Instructor designs the course to elicit [funds of knowledge](#) or [prior knowledge](#) from students in relation to the subject, provides support in response to student performance, takes steps to remedy the situation when students express confusion, and facilitates intercultural communication.
5. **Inclusive Learning Environment:** Instructor ensures that all students feel safe and welcomed and have an equal opportunity to learn; students report that the classroom environment is respectful of diversity; instructor responds constructively to changes in student attentiveness; students report that they feel welcomed in class and office hours.

Suggestion: For best practice, read the guide carefully *BEFORE* the observation. Discuss the guide with the candidate *BEFORE* and *AFTER* the observation, using the criteria as discussion points for reflection and professional development.

Organization

Observation Criteria	Examples/Descriptors	Observed			Comments
		Yes	No	N/A	
Begins class on time in an orderly, organized fashion	<ul style="list-style-type: none"> Session begins on time and is organized, as evidenced by flow of instruction from activity to activity 				
Clearly states the goals or objectives for the period	<ul style="list-style-type: none"> Goals/objectives are stated clearly for class session Reviews or mentions prior class material 				
Effectively uses online course management systems and communication tools to facilitate student learning	<ul style="list-style-type: none"> Lists due dates for all assignments so they appear in student "To Do" lists and Canvas calendar Includes an easy-to-find schedule of all due dates or consistent due date structure that is clearly stated Uses regular Canvas announcements to update students about due dates, important activities, etc. Canvas site is laid out simply, is easy to navigate, and offers logical and consistent means for navigating the course 				

Active and Engaged Learning

Observation Criteria	Examples/Descriptors	Observed			Comments
		Yes	No	N/A	
Answers/poses questions clearly and intentionally	<ul style="list-style-type: none"> Provides students with strategically directed and/or scaffolded questions throughout instruction Allows students time to process and answer questions Elicits responses requiring reasoning; i.e. few Yes/No questions, more questions that ask students to elaborate their reasoning, often using both course materials and extracurricular materials/experiences (metacognition/synthesis) Poses questions that focus on disciplinary perspectives, including strengths, limitations, and critiques (for example, delineating the state of disciplinary knowledge but contextualizing it historically, politically, socioculturally, etc.) Communicates why the discipline emphasizes/values what it does/does not; may offer competing/differing perspectives 				
Solicits and incorporates students' prior knowledge in class activities	<ul style="list-style-type: none"> Asks explicitly, What do you know/not know/want to know about [discipline, skill, topic]? How have you felt about [discipline, skill, topic] in your education? Frames assignments and lectures/input with prior knowledge in mind. May take the form of an attitude quiz, padlet, poll, etc. 				
Creates learning environments that welcome and support all students	<ul style="list-style-type: none"> Addresses students by name and listed pronouns Allows all students opportunities to participate and contribute Attendance and participation policies use positive reinforcement rather than a punitive, subtractive approach Articulates policies regarding maintaining personal wellness during class (bio-breaks) Provides clear information regarding access to technology and related resources required in course 				

<p>Demonstrates effective pedagogies for engaged learning where all students have opportunity to participate</p>	<ul style="list-style-type: none"> ● Uses pairs, small groups, and large groups ● Uses flipped classroom methods 				
<p>Facilitates online discussion boards or zoom interactions</p>	<ul style="list-style-type: none"> ● Students demonstrate working knowledge that enables them to go beyond recall of material to analysis, synthesis, creativity, and/or evaluation ● Student responses indicate engagement with the course goals 				

Rapport and Facilitation

Observation Criteria	Examples/Descriptors	Observed			Comments
		Yes	No	N/A	
Responds respectfully to student lack of knowledge or understanding and takes appropriate measures to refocus student understanding	<ul style="list-style-type: none"> Provides multiple opportunities to give feedback on student learning and helps students "self-check" their learning (formative assessment) Provides feedback in a timely manner Responds to student work with not only correction but also highlights student work that is done correctly/to standards, etc. 				
Treats class members equitably, including but not limited to ensuring all voices are heard, inviting students to share their personal experiences as worthy knowledge, and reflecting on the role of their own power and position in relation to student learning	<ul style="list-style-type: none"> Uses participation rosters; includes students in eliciting voices from all, e.g. by asking, "Who hasn't had a chance to talk or offer their ideas yet?" Uses closure at the end of a session; may include quick review of curriculum addressed during session; "What is your takeaway for today?" Online: Uses Chat or Raise Hand functionality to maximize participation and check over-sharing by a few students Anticipatory set for next session/Previews upcoming activities Engages students in critical self-reflection by modeling and inviting different worldviews/perspectives Online: Creates multiple access points for student responses: face-to-face, polls, response assignments, discussion boards, clickers, etc. 				
Listens carefully to student comments and questions using supporting/reflective listening skills	<ul style="list-style-type: none"> Creates a safe and welcoming environment to maximize the opportunities for all students to learn, including but not limited to inviting students to share cultural experiences, validating students' experiences, reflecting on learning Encourages student questions and feedback 				

Credibility and Content Knowledge

Observation Criteria	Examples/Descriptors	Observed			Comments
		Yes	No	N/A	
Demonstrates depth of subject knowledge	<ul style="list-style-type: none"> Includes a diverse set of scholarly examples Engages in general and specific reflection regarding disciplinary perspectives and learning 				
Introduces/discusses historical development and context of discipline, including intradisciplinary controversies and/or development of disciplinary principles	<ul style="list-style-type: none"> Presents/makes central diverse disciplinary contributions, including but not limited to cultural practices/traditions, indigenous knowledge, historical contexts of knowledge production Threads examples of scholars from various backgrounds and cultures throughout the coursework and readings Honors contributions from indigenous cultures and scholars 				
Responds confidently to student inquiries	<ul style="list-style-type: none"> Speaks about course content with confidence and authority Is willing to admit error; understands limits of own expertise 				

<p>Demonstrates openness to student input, including but not limited to showing humility, eliciting students' prior knowledge about content, engaging in mutual inquiry</p>	<ul style="list-style-type: none"> Facilitates and encourages intercultural experiences, including but not limited to co-creating classroom norms/agreements, encouraging multilogical thinking, practicing perspective taking 				
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Presentation

Observation Criteria	Examples/Descriptors	Observed			Comments
		Yes	No	N/A	
<p>Presents information in a clear and understandable manner</p>	<ul style="list-style-type: none"> Course site is simple and obvious to navigate Information in class is offered in multiple forms, e.g., video, text, interactive puzzles/games, lecture, etc. 				
<p>Engages with class and responds to changes in student attentiveness</p>	<ul style="list-style-type: none"> Changes direction of class activities in response to student learning needs (flexibility) Acknowledges and affirms effects of external circumstances, e.g. disaster, pandemic, loss/grief Communicates a sense of enthusiasm and excitement 				
<p>Materials adhere to Universal Design Learning (UDL) principles; are clear, legible, and effective; acknowledge diversity</p>	<ul style="list-style-type: none"> Materials integrate multiple identities through cultural histories, local histories, and contributions Multiple formats are offered, e.g. text, video, audio 				

Additional Comments:

A. Things that went well for the instructor/class:

B. Challenges in this particular class:

C. Specific suggestions for enhancing the online learning environment:

D. How does this observation provide evidence based on departmental RTP standards for teaching?