

The following suggested template for collegial classroom observation was developed by the Faculty Affairs Committee in consultation with UFFC (April 2013).

## Instructional Observation Checklist

Faculty Member Evaluated: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Course: \_\_\_\_\_

| Category                                                                                                 | Response |    |     | Comments |
|----------------------------------------------------------------------------------------------------------|----------|----|-----|----------|
| Organization                                                                                             | Yes      | No | N/A |          |
| Begins class on time in an orderly, organized fashion                                                    |          |    |     |          |
| Clearly states the goals or objectives for the period                                                    |          |    |     |          |
| Reviews or mentions prior class material                                                                 |          |    |     |          |
| Appears well prepared for class                                                                          |          |    |     |          |
| Effectively uses online course management systems and communication tools to facilitate student learning |          |    |     |          |
| <b>Active and Engaged Learning</b>                                                                       |          |    |     |          |
| Answers/poses student questions clearly and directly                                                     |          |    |     |          |
| Allows students time to process and answer questions                                                     |          |    |     |          |
| Creates learning environments that welcome, challenge, and support all students                          |          |    |     |          |
| Demonstrates effective pedagogies for engaged learning                                                   |          |    |     |          |
| <b>Rapport</b>                                                                                           |          |    |     |          |
| Knows and uses student names                                                                             |          |    |     |          |
| Responds respectfully to student lack of knowledge or understanding                                      |          |    |     |          |
| Treats class members equitably                                                                           |          |    |     |          |
| Listens carefully to student comments and questions                                                      |          |    |     |          |
| <b>Credibility and Control</b>                                                                           |          |    |     |          |
| Demonstrates an in-depth knowledge of the subject matter                                                 |          |    |     |          |
| Responds confidently to student inquiries                                                                |          |    |     |          |
| Speaks about course content with confidence and authority                                                |          |    |     |          |
| Is able to admit error and/or insufficient knowledge                                                     |          |    |     |          |
| <b>Presentation</b>                                                                                      |          |    |     |          |
| Presents information in a clear and understandable manner                                                |          |    |     |          |
| Engaged with class and responds to changes in student attentiveness                                      |          |    |     |          |
| Visual aids are clear, legible and effective                                                             |          |    |     |          |
| Communicates a sense of enthusiasm and excitement                                                        |          |    |     |          |
|                                                                                                          |          |    |     |          |

Additional Comments:

# Sample Of Observation Guide

**Patrick Vollmar**



## **Sample Of Observation Guide:**

**Planning Classroom Management** Karen Bosch, 2006-05-12 This is a clearly written tightly organized well researched book Its strength is in the five step process it introduces and develops Francisco Guajardo Assistant Professor Department of Educational Leadership University of Texas Pan American This book offers a wealth of concrete and specific examples models and directions Any teacher or prospective teacher reading it should be able to develop a Classroom Management Plan and implement it Frances Fowler Professor Director of Graduate Studies Department of Educational Leadership Miami University Dr Bosch provides a very practical step by step approach to developing a management plan that works Teachers take suggestions and develop their plan to fit their beliefs and styles Linda Scott Principal Oscar Smith Middle School Chesapeake VA Increase student learning with an effective classroom management plan One of the most challenging tasks for teachers is classroom management that ensures high levels of achievement for all students In this updated edition Karen Bosch helps preservice and experienced teachers develop classroom management plans tailored to their specific needs and skills She discusses a five step process that includes introspection classroom observation plan development implementation and plan revision Field tested for more than ten years this unique book includes Worksheets with questions to guide each step of the process Ample vignettes and examples Strategies for organization discipline classroom operation and instruction Tips for working with diverse students This excellent resource provides guidance for teachers seeking to create a positive classroom environment plan for student centered learning and meet the demands of today s classrooms

**The Training and Development Sourcebook** Craig Eric Schneier, 1994 Included are 50 of the most important articles written by leading practitioners in the training field Also includes over 50 fully reproducible training tools and instruments that will save you valuable time in new program development and delivery

*Clinical Teaching Strategies in Nursing* Marilyn H. Oermann, Teresa Shellenbarger, Kathleen B. Gaberson, 2021-12-24 Now in its sixth edition this highly acclaimed core text for nurse educators continues to be the only resource to address clinical teaching in all settings Delivering comprehensive and detailed information on planning guiding and evaluating learning activities for prelicensure and graduate nursing students the sixth edition is distinguished by its focus on clinical teaching in a wide range of settings including teaching in online environments The book prepares graduate students preceptors adjunct faculty members and clinicians for their role as clinical nurse educators Integrating theory and practical content the text is updated with current information relevant to the future of nursing student and faculty diversity how to teach clinical reasoning and judgment to nursing students models of clinical education in different teaching environments innovative technologies and clinical evaluation Each chapter offers information related to preparing for the CNEcl and CNE exams and practical exhibits illustrating teaching methods and guidelines for clinical teaching and evaluation Content is further enhanced by high quality instructor resources including a course syllabus a complete online course and chapter based PowerPoint presentations Readers will be rewarded with clinical

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simulated EHR telepresence telehealth and other tech approaches Models of clinical education in different teaching  
environments Content related to CNEcl and CNE exams in each chapter Key Features Serves as a gold standard reference  
for clinical nurse educators teaching at all levels Emphasizes the importance of cognitive psychomotor and affective  
outcomes that guide clinical teaching and evaluation Provides examples of clinical learning opportunities in specialized  
settings Offers scholarly in depth discussion of current trends and issues in clinical education Includes practical exhibits  
illustrating clinical teaching methods Instructor resources include a course syllabus a complete online course and PowerPoint  
slides

**Clinical Teaching Strategies in Nursing, Fifth Edition** Marilyn H. Oermann, Teresa Shellenbarger, Kathleen B. Gaberson, 2017-09-28 Designated a 2013 Core Title and Essential Purchase by Doody's This highly acclaimed text provides a comprehensive framework for planning guiding and evaluating learning activities for undergraduate and graduate nursing students in a wide variety of clinical settings The fifth edition updates this unequalled source of essential information for all faculty members full time part time adjunct and preceptors responsible for clinical teaching It encompasses current trends in health care and nursing education with expanded content on ways to maximize the clinical learning experiences of nursing students use new technologies in clinical teaching teach and evaluate student performance and address ethical and legal issues in clinical teaching Included is new content on establishing and using dedicated education units integrating simulation with clinical education using new technologies for clinical learning teaching and evaluating performance in distance education promoting interprofessional education in clinical settings integrating Quality and Safety Education for Nurses QSEN in clinical courses using standardized patients and developing partnerships with clinical sites Special features include guidelines for developing clinical sites planning learning activities and assignments observing and evaluating students in clinical practice and using preceptors With an arsenal of practical and creative tools to help both experienced and novice nurse educators the text is also a valuable resource for individuals preparing to take the clinical nurse educator CNE exam

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documentation of care Strategies to promote student learning about QSEN Use of simulations and integration of simulation with clinical education Latest revisions of the CNE test plan Recommendations for service learning and international clinical learning sites Key Features Delivers a scholarly in depth examination of current trends and issues in clinical education Provides evidence based methods for clinical teaching in nursing education Includes practical exhibits illustrating best practices in clinical teaching and evaluation Highlights content in each chapter related to CNE exam blueprint Offers a vast toolkit for teaching and learning including Instructor s Manual and PowerPoint presentation

### **Introduction to VRS**

**Interpreting: A Curriculum Guide** VRS Interpreting Institute,2017-08-02 The Introduction to VRS Interpreting curriculum guide provides educators with a valuable tool for teaching interpreting students about work in video relay service VRS and video remote interpreting VRI settings Students will learn the challenges that are associated with this work as well as the interpreting skills needed to develop to do it effectively While this curriculum is not designed to fully prepare students to work in these settings upon completing the course the lessons can be a springboard for success in VRS and VRI settings The curriculum was designed with flexibility in mind and can be used in one two or three credit hour courses Each lesson contains a lesson plan recommended readings and the necessary supporting materials for the course The curriculum guide also gives you access to a host of online tools including additional curriculum information as well as downloadable lesson plans and slideshow presentations Whether you re an instructor preparing to teach an entire course or looking for just a few lessons you ll find invaluable information in this curriculum guide Back cover

**Dive into Close Reading: Strategies for Your 3-5 Classroom** Diane Lapp,Barbara Moss,2017-05-01 Explore the what why and how of close reading to give students in grades 3 5 the tools they need to be successful In this must have guide teachers will learn the key elements of a close reading lesson as well as strategies for analyzing and selecting a text and how to support students based on their progress and performance The included lesson template will allow teachers to not only use the provided lessons and texts but also create their own Correlated to standards this book includes grade specific sample close reading lessons and digital copies of teacher and student resources

**Sexual and Intimate Partner Violence Prevention Programs Evaluation Guide** ,2007 *Hospital Outpatient Services* United States. Public Health Service. Division of Hospital and Medical Facilities,1964 *Public Health Service Publication* ,1964

**Assessment of Young Children with Special Needs** Susan M. Benner,Joan Grim,2013 There are many assessment systems available to provide the answers teachers and parents seek regarding the progression of infants toddlers and young children However simply choosing and administering an assessment instrument or procedure from the wide array of tools available today can be an overwhelming task Assessment of Young Children with Special Needs helps prepare teachers for the task of evaluating the skills of infants toddlers and preschool children with developmental delays and those considered at risk to

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