

**Adventist International Institute of Advances Studies**

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**Graduate School**

**CLASSROOM OBSERVATION FORM**

Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Department: \_\_\_\_\_\_\_\_\_\_\_\_ Specialization: \_\_\_\_\_\_\_\_\_\_\_\_\_

Date of the Post-Conference: \_\_\_\_\_\_\_ Date & Time of the Classroom Observation: \_\_\_\_\_\_\_\_\_\_

Course Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Focus of the Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Institutional Context**

The five categories to set the context of a classroom observation are:

1. **Intentional –** *the philosophy, goals, and purposes including the learning outcomes desired at AIIAS.*
2. **Structural –** *how AIIAS is organized*.
3. **Curricular –** *the plans for the delivery of teaching and learning (curriculum scope and sequence chart or map)*.
4. **Pedagogical –** *the beliefs about and the practice of the art and science of teaching (methodology).*
5. **Evaluative –** *what and how assessment is practiced.*

**Classroom** **Observation**

The general aspects of the classroom needing to be observed:

1. Quality of teaching or *the what and how* of teaching.
2. Variety of forms of representation employed.
3. Quality and forms of student engagement.
4. Kinds (variety) of feedback employed.
5. Integrating faith and learning.

**A. Quality of Teaching or *The What and How* of Teaching**

1. **Demonstrated knowledge of content and structure of the discipline:**

*(i.e., relevant**goals, competencies, objectives, learning activities) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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1. **Demonstrated knowledge of resources:**

*(i.e., a wide range of key books, articles, electronic resources that provide depth to the content)*

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1. **Demonstrated relevance of content to issues and situations outside the classroom:** *(i.e., usefulness of material and method to other classes and to life/career outside the classroom)*

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1. **Communicated:**

*(i.e., clarity and completeness of course syllabus, expectations, instructions, presentations)*

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1. **Managed time:**

*(i.e., time on-task, pacing of learning, transitions between topics and activities)*

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**B. Variety and Forms of Representation Appropriately Employed**

1. **Used various forms of representing the content:**

*(i.e., visual, auditory, kinesthetic, discursive, poetic or figurative language, numeric, etc.)*

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1. **Addressed multiple intelligences:**

*(i.e., verbal/linguistic, logical/mathematical, musical/rhythmic, visual/spatial, bodily/kinesthetic, intrapersonal, interpersonal, naturalistic, and spiritual)*

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**C. Quality and Forms of Student Engagement**

1. **Created a safe learning environment of respect:**

*(i.e., managed student behavior, demonstrated cultural sensitivity, showed respect to all)*

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1. **Fostered interactions:**

*(i.e., a variety of structures and strategies designed to get students to interact with the teacher, other students, and others; allocated a significant amount of time for interactions that develop the stated outcomes)*

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1. **Promoted different levels of thinking:**

*(i.e., designed learning activities to lead students to higher levels of cognition: (a)* ***remember*** *or recall; (b)* ***understand*** *or state in their own words; (c)* ***apply*** *for use in a different manner or environment; (d)* ***analyze*** *or see component parts or categories of an idea, concept, principles, or values; (e)* ***evaluate*** *or make logical judgments understood by knowledgeable others; (f) and* ***create*** *or compose something new. [Adapted from Bloom’s Revised Taxonomy of Cognition])*

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**D. Variety of Useful Feedback**

1. **Gave teacher-to-student feedback:**

*(i.e., useful feedback was regularly provided by the teacher to help students learn)*

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1. **Encouraged student-to-student feedback:**

*(i.e., useful feedback was regularly provided by students to one another)*

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1. **Encouraged student-to-teacher feedback:**

*(i.e., useful feedback was regularly provided by students to their teacher)*

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1. **Used a variety of assessments or tests/quizzes/evaluations:**

*(i.e., used multiple forms of assessment with timely feedback)*

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1. **Integration of Faith and Learning (Made connections inside and outside the classroom)**

1. **Modeled what is verbally advocated:**

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1. **Communicated biblical values and themes:**

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1. **Made connections between biblical values and themes and subject/discipline:**

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Faculty Observed Dean/Chair/Peer