

**Adventist International Institute of Advances Studies**

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**CLASSROOM OBSERVATION**

**PRE-CONFERENCE FORM**

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

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

Course to be Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Students: \_\_\_ Lesson Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Observation Time: \_\_\_\_\_\_

*Instructions to the faculty to be observed:*

1. Learning objectives
2. Content: What will the students learn?
3. Process: What will instruction look and sound like? What instructional strategies will be used?
4. Resources: What resources and materials will the teacher use throughout the lesson?
5. Understanding the Classroom Environment
6. Characteristics of the learners: What are the students like?
7. Culture and climate: How does the teacher characterize the usual atmosphere in the room?
8. Focusing on the Observation
9. From the different teaching-learning processes below, indicate in which area/s you want the classroom observation to focus on:

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1. Observation tool
2. Which part of the class do you want the observer to come into your class?

( ) First 30 minutes

( ) Middle part

( ) Last 30 minutes

**Teaching-Learning Processes**

**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)*

1. **Demonstrated knowledge of resources:**

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

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)*
2. **Communicated:**

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

1. **Managed time:**

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

**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.)*

1. **Addressed multiple intelligences:**

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

**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)*

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)*

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])*

**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)*

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

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

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

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

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

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

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

1. **Modeled what is verbally advocated:**
2. **Communicated biblical values and themes:**
3. **Made connections between biblical values and themes and subject/discipline.**

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Faculty Observed Dean/Chair/Peer