**Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **OVERALL CLASSROOM CLIMATE** | **COMMENTS** |
| Classroom climate demonstrates mutual respect, concern and caring for student success, and commitment to learning. It supports student involvement in the learning process. Time and technology are used appropriately and smoothly. Faculty understands the role and value of diversity in the classroom. |  |
| **CHARACTERISTICS OF GOOD TEACHING** | **COMMENTS** |
| ***Deliberate and intentional planning***Faculty create and implement learning opportunities for students that align primary components of instruction: learning outcomes, learning activities, and assessments. |  |
| ***Construction of knowledge***Faculty create opportunities for students to build knowledge by focusing on problems, examining conceptions/misconceptions, connecting new to prior learning and/or cultural knowledge, connecting learning across disciplines, and developing structures of learning necessary to mediate learning. |  |
| ***Active engagement in learning***Faculty create opportunities for students to be active participants in and make decisions about their learning by engaging them in contexts where they experiment, gather information, explain ideas, predict results, and construct arguments based on evidence |  |
| ***Relevance to real world phenomenon*** Faculty create opportunities for students to learn content by doing the work of practitioners in the discipline and using concepts in authentic settings with real or everyday objects and actual dilemmas |  |
| ***Use of assessment data and feedback to influence student learning and shape instruction*** Faculty use variety of strategies to assess how students’ ideas and understandings are evolving, give feedback to support self-regulation of learning, and use assessment data to shape instruction |  |
| ***Shared responsibility for learning***Faculty adjust their roles within the classroom based on desired outcomes and create opportunities for students to think deeply, make decisions, and assume increased responsibility for their own learning. |  |
| ***Learning from peers***Faculty provides opportunities for students to learn from/with each other through classroom interactions, collaborative work, and task-related discussion and dialogue |  |

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| ***Additional questions, comments, and wonderings:*** |