



(The observation of instruction form is required and must be forwarded to the supervisor)

Location:  Chabot College  Las Positas College

Semester:  Spring  Summer  Fall Year: \_\_\_\_\_

(Please Print)

Instructor observed: \_\_\_\_\_

Class observed: \_\_\_\_\_  
(course/subject) (number) (section)

The instructor has presented a syllabus and related materials that clearly stem from the course outline of record:  Yes  No

Assignments and materials relate to objectives and content on the outline of record

Methods of evaluation and grading standards relate to the outline of record

Date of observation: \_\_\_/\_\_\_/\_\_\_ Time of observation: \_\_\_\_\_

Approximate number of students present during observation period: \_\_\_\_\_

(Please Print)

Evaluator: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

I have read and received a copy of this observation of instruction. \*

Instructor signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Evaluator signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

**\* The instructor being observed has the right to append a statement to this observation of instruction.**

Divided into six short sections, including space for a narrative response at the end, this instructional observation form provides a guide to the evaluator observing a colleague's instruction.

**Note:** In all sections, there is no minimum or maximum number of items that "should" be checked. Please check "N/A" where the item is not applicable to the type of instruction observed.

Please review the entire form before observing instruction.

**SECTION I: TYPE OF INSTRUCTION OBSERVED**

Lecture, including lecture/discussion

Performance skills

Laboratory

Mixed methods

Skills lab (i.e., labs identified by faculty as discrete skills-based, individualized instruction)

## SECTION II: INFORMATION DELIVERY

What was the primary concept/process/skill/event presented during the observed lesson?

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**Note: No minimum or maximum number of items “should” be checked.**

The instructor presented the lesson in an organized, logical manner.

Yes  No

**Comments:** \_\_\_\_\_

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The instructor related the lesson to what has come before and what will follow.

Yes  No

**Comments:** \_\_\_\_\_

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The instructor provided background information to create a basis or a context for understanding the primary.

Yes  No

**Comments:** \_\_\_\_\_

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The instructor's concept / processes /skills /events presented in the lesson observed was (were):

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The instructor provided examples, definitions, and explanations, of concepts / processes / skills / events.

Yes  No

**Comments:** \_\_\_\_\_

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The instructor described/modeled strategies for questioning, predicting, verifying, inferring, interpreting, and/or reasoning.

Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other observations with respect to information delivery: (Note: also see Section V for additional specific instructional strategies.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SECTION III: STUDENT – FACUTLY INTERACTION**

**Note: No minimum or maximum number of items “should” be checked.**

The instructor helped students apply/use new concepts/processes/skills.  Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The instructor helped students monitor their application of concepts/strategies.  Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The instructor encouraged student participation, questions, and feedback.  Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The instructor answered student questions.  Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The instructor, when appropriate, encouraged student-to-student interaction related to the lesson at hand.  Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The instructor provided individual attention/assistance to students.  Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other student – faculty interactions observed. (Note: also see Section V for additional specific instructional strategies.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### SECTION IV: CLASSROOM ENVIRONMENT

**Note: No minimum or maximum number of items “should” be checked.**

Students appeared generally attentive and/or engaged.  Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Students took notes when appropriate.  Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Students participated in discussions.  Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Students performed assigned tasks.  Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Students asked questions.  Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Students asked for assistance.

Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other observations:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### SECTION V: ADDITIONAL SPECIFIC INSTRUCTIONAL STRATEGIES OBSERVED

Recognizing students' diverse abilities and learning styles, the instructor integrated into instruction, when appropriate:

**Note: No minimum or maximum number of items "should" be checked.**

Please respond only to items relevant to the instruction observed.

Strategies observed included application of multiple approaches to a problem or issue.

Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strategies observed included upgraded, anonymous classroom assessments; questions to focus lecture or discussion; summaries of class information, etc.

Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strategies observed included reference to assigned text.

Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strategies observed included process demonstration:  
(e.g., how to form research questions, how to center the clay, etc.)

Yes  No

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strategies observed included process task simulation, role-playing:  Yes  No  
(e.g., put the blood pressure cuff on your partner; debate slavery and the Constitution as if you were...)

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strategies observed included technology teaching aides:  Yes  No  
(e.g., film, television, overhead, PowerPoint slides, video, computer-assisted instruction, etc.)

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strategies observed included student use of technology:  Yes  No  
(e.g., word processing, internet research, email, discussion groups, educational software)

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other observations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SECTION VI: EVALUATOR NOTES AND SUMMARY COMMENTS**

Please check one and summarized below:

Satisfactory                       Needs Improvement                       Unsatisfactory

Please describe at least one observed teaching strategy and one delivery method observed. For example, what did you observe to indicate the instructor helped students apply new concepts/ processes/skills? This is also the space for elaborating on the observation of instruction, noting strengths and suggestions related to the contract's standards for instruction and excellence in working with students, including accomplishing the course outline and including a summary of Student Response to Instruction.

Summary Comments (Attach extra sheets if necessary)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Dean/Supervisor Review:** \_\_\_\_\_  
\_\_\_\_\_

Reference: Article 14B.3, 14F.2b, 15B.3, 15F.2a, 15F.2a2, 18l.1c – Faculty Collective Bargaining Agreement