**Master Instruction Classroom Observation**

*Master Instruction* Classroom Observation is designed to advance the practice of *Master Instruction* through self-reflection and peer observation of campus-based and online faculty. Integral to *Master Instruction* is creating a positive, participatory learning environment through deliberate use of evidence-based strategies to foster deep student learning. Self and dialogic reflection expands perspectives to confront and resolve actual and desired teaching practices and facilitate successful student learning outcomes. ***The descriptors found in the left column are characteristics of Master Instruction and not specific tasks.*** Through self-reflection, the individual faculty member must interpret the criterion in the way that best meets the learning objective, content to be delivered, and learning environment setting. Prior to the observation, the designated observer will review the self-reflection of the faculty member and then observe the faculty-student interaction and provide detailed feedback of the observation to promote professional development.

**Directions**

Faculty are required to validate completion of the *Master Instruction* Classroom Observation process ***twice*** per fiscal year. A Likert scale is used to record observation responses of each characteristic of *Master Instruction* to guide professional development ***only***, it is not intended to serve as a performance evaluation. The observer must provide specific examples for each characteristic of *Master Instruction* to guide dialogue to advance the practice of *Master Instruction*. Following the observation, the observer will share their insights from the review with the faculty member in a private meeting. The purpose of this meeting is to expand perspectives through dialogic reflection to transform teaching practices. The faculty member  
will also reflect upon and rate his/her practice of *Master Instruction* to guide professional development.

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| **Instructor** | **Course** | **Session** |
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| **Instructor D#** | | |
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| **Observer** | | |
|  | | |
| **Observer Title** | **Location** | | **Room** |
|  |  | |  |
| **Date of Observation** | | |
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| **Content Management** |  | |  |
| *Relevant content, appropriately rigorous, and applied to real life concepts;*  *explains how assignments and evaluation methods support course objectives;* *is prepared, current, credible, knowledgably* | Rate the extent to which this characteristic of *Master Instruction* is observed:  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. | |  |
| ***Comments:*** *(Include specific details.)* | | |

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| **Active Learning** | **Rating Scales** |  |
| *Engages students and holds their attention;*  *challenges them to rethink their assumptions;*  *uses multiple methods to promote learning* | Rate the extent to which this characteristic of *Master Instruction* is observed:  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary.  Significant development and improvement in results and/or behaviors is necessary. |  |
| ***Comments:*** *(Include specific details.)* | | |
| **Relevance** | **Rating Scales** |  |
| *application of materials; moves deliberately through Bloom's taxonomy;*  *guides the use of scholarly work from the profession;*  *uses evaluation methods that promote lifelong learning* | Rate the extent to which this characteristic of *Master Instruction* is observed:  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. |  |
| ***Comments:*** *(Include specific details.)* | | |

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| **Facilitation** | **Rating Scales** |  |
| *Uses a respond-extend-probe discussion model;*  *allows students opportunities for trial/error feedback in advance of summative judgment of their work* | Rate the extent to which this characteristic of *Master Instruction* is observed:  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. |  |
| ***Comments:*** *(Include specific details.)* | | |
| **Integration** | **Rating Scales** |  |
| *Promotes learning outside the classroom;*  *promotes curiosity with challenging questions, frequent feedback* | Rate the extent to which this characteristic of *Master Instruction* is observed:  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. |  |
| ***Comments:*** *(Include specific details.)* | | |

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| **Classroom Environment** | **Rating Scales** |  |
| *Reinforces the learning agreement;*  *fosters a learning spirit; promotes civility and professionalism* | Rate the extent to which this characteristic of *Master Instruction* is observed:  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. |  |
| ***Comments:*** *(Include specific details.)* | | |
| ***What was done especially well during the observation?*** | | |
| ***What are opportunities to transform teaching practices?*** | | |
| **Self-reflection of the faculty member. Reflect upon and rate your practice of *Master Instruction*:**  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. | | |