

Providing Feedback on Implementation of learner centered class

Name of Instructor:

Course number and name:

Name of Observer:

Course enrollment / Format:

Date:

Description of space:

Components	Needs Improvement	Progressing	Accomplished Well
<p>Engagement of students</p> <p>Big Idea: Do students appear to be engaged? What is the instructor doing to engage students?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interaction limited; students do not ask questions <input type="checkbox"/> Instructor lecture without regard to student participation <input type="checkbox"/> Students appear disengaged with instructor, the material and each other <input type="checkbox"/> Engagement not aligned with learning goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Students attentive, listening, taking notes most of time, but do not appear to be interacting with the material <input type="checkbox"/> Students asking questions when prompted, but questions are clarifying, confirmatory or lower level <input type="checkbox"/> Students are engaged in activities but do not understand why or how they relate to learning goals <input type="checkbox"/> Students working in groups, but seem off task or involved in unproductive discussion 	<ul style="list-style-type: none"> <input type="checkbox"/> Interaction of instructor with students, between students, and with instructional material <input type="checkbox"/> Students contribute to flow of class meeting; maintaining students interest <input type="checkbox"/> Students discussing material entering into higher level problem solving and discourse <input type="checkbox"/> Students appear to see relevance of what they are doing <input type="checkbox"/> Instructor asks direct questions and speaks directly to students to actively engage in dialog
<p>Efforts to monitoring student learning</p> <p>Big Idea: How do students know they are learning? How does the instructor know students are learning?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Missed opportunities for questions, assessment, or discourse, instructor doing what students could do <input type="checkbox"/> Wait time too short for students to respond to questions <input type="checkbox"/> Students discouraged to ask questions or discuss material 	<ul style="list-style-type: none"> <input type="checkbox"/> Activities and assessment implemented, but instructor does not provide opportunity for discussion and reasoning through problem (processing) <input type="checkbox"/> Students answer questions but are not asked to explain reasoning <input type="checkbox"/> Too much time or not enough time given to complete activities and assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Students given opportunities to ask questions and construct knowledge through activities and assessments <input type="checkbox"/> Students explain their reasoning for their answers <input type="checkbox"/> Students receive immediate or timely feedback on learning <input type="checkbox"/> Students given opportunity to reflect on their learning
<p>Learning Community</p> <p>Big Idea: Does the instructor, the classroom and mode of teaching foster a positive, productive learning community?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students spend majority of class time listening to the instructor <input type="checkbox"/> Students do not speak to one another or to the instructor directly except when answering questions <input type="checkbox"/> Instructor distances him/herself from students physically or intellectually 	<ul style="list-style-type: none"> <input type="checkbox"/> Students appear to get into groups easily, but collaboration limited (sitting together but working alone) <input type="checkbox"/> Students work in groups but not held accountable for their contributions or quality of their work 	<ul style="list-style-type: none"> <input type="checkbox"/> Students use multiple modes to explore concepts; Students doing rather than just hearing <input type="checkbox"/> Students appear at ease with instructor and each other <input type="checkbox"/> Instructor and students use each others names when addressing one another <input type="checkbox"/> Instructor moving throughout entire classroom, talking with students and groups fluidly <input type="checkbox"/> Classroom setting, technology, and environment allows for a diversity of learning approaches

Provide Feedback, questions and 1-2 potential solutions:

Acknowledgments

This resource was adapted from Janet Batzli, Michelle Withers, Jenny Knight, and Peggy Brickman Learner-Centered Teaching Evaluation Rubrics Part A & B, which were developed as a part of Ebert-May & Derting (2008) FIRST IV (Faculty Institutes for Reforming Science Teaching) NSF.