

Developmental Observation of Teaching



Faculty Name:			
Observer Name:			
Chair:			
Program Name:			
Date of Observation (mm/dd/yyyy):			
Course (Code, Name, and Section):			
Location:			
Course Outcome(s) Addressed in this Lesson:			
Week of Semester:			
List of materials sent in advance:			
Type of classroom setting (e.g. Zoom, Teams, in person, etc.):			
This class appears to be:			
Attendance taken by faculty (Yes, Not Observed):		Attendance Method Used:	
Students enrolled in the class:	Students at start of class:	Students who arrived late:	Students at end of observation:

Instructions for Faculty

Dear Faculty,

1. Please read through your observation and reflect on the comments and suggestions.
2. After you are finished reading through, open the document that was emailed to you by your observer called “Reflections on My Teaching Observation” and save the file adding your name and the course observed.
3. Add one comment, question, and commitment to each section of the table as per the example. These reflections will be the start of your conversation when you meet or Skype your observer for the debrief and coaching session.
4. Email the reflections back to your observer within 3 days.
5. Your observer will have arranged a meeting with you to discuss the observation and share further insights.
6. After the meeting occurs, the observation will be sent to your Chair with you cc’d.
7. Our goal is to have the observation to the Chair within two weeks of your first contact with your observer.

If you have any questions about this process please email : teachingandlearning@conestogac.on.ca

Summary of the Observation

Strategies that Supported Student Learning

Opportunities to Enhance Practice as a Professional Educator

Section A - Elements of Lesson/Delivery

*Represents items aligned with the Formal SAT instrument

	Observed Y/SW/N/NA	Observations and Suggestions
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Set Up

QA1. Class started on time*		
QA2. Materials, room, and technology were ready		
QA3. Students welcomed		
QA4. Agenda on board and explained		

Bridge-in

QA5. Gained attention and energy		
QA6. Established subject-specific relevance		

Outcomes (expected learning)

QA7. Tied lesson to course outcomes,* Instructional Plan, course evaluations, and how to be successful*		
QA8. Tied lesson to Essential Employability Skills and program outcomes (if applicable)		
QA9. Alerted students to any sensitive subject matter		

Pre-Assessment

QA10. Activated and determined student level of prior learning (e.g. knowledge, skills, attitudes)		
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Presentation of Content for Learning

QA11. Organized*, well-paced*, and well-planned*		
QA12. Explained content effectively*		

Participatory Activities

Section A - Elements of Lesson/Delivery

*Represents items aligned with the Formal SAT instrument

	Observed Y/SW/N/NA	Observations and Suggestions
QA13. Co-constructed knowledge		
QA14. Applied content		
QA15. Provided variety*		

Opportunities to Practice

QA16. Controlled		
QA17. Semi-Controlled		
QA18. Free		

Post-Assessment

QA19. Confirmed level/degree of student learning		
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Summary

QA20. Brought deliberate closure		
QA21. Emphasized key learning		

Section B - Clarity and Subject Matter Expertise

*Represents items aligned with the Formal SAT instrument

	Observed Y/SW/N/NA	Observations and Suggestions
QB1. Demonstrated a thorough knowledge of course concepts*		
QB2. Used field-specific terminology effectively		
QB3. Related course material to real-world applications*		
QB6. Limited asides / remained on-topic		

Section C - Delivery Skills, Enthusiasm and Rapport

*Represents items aligned with the Formal SAT instrument

	Observed Y/SW/N/NA	Observations and Suggestions
QC1. Demonstrated interest and enthusiasm in the subject*		
QC2. Presented material in an interesting way* (i.e. used a variety of learning modalities to engage learners)		
QC3. Motivated students to do their best work* and encouraged participation*		
QC4. Used students' names (including preferred pronouns) during class		
QC5. Handled unexpected events and comments calmly and empathetically		
QC6. Used voice effectively (e.g. volume, tone, pace, emphasis)		
QC7. Delivery including proxemics, gestures, and oculesics were supportive		
QC8. Facial expressions and demeanor were conducive to student comfort		

Section D - Teaching Skills

*Represents items aligned with the Formal SAT instrument

	Observed Y/SW/N/NA	Observations and Suggestions
QD1. Stimulated discussions* and invited opinions*		
QD2. Generated widespread participation in all aspects of the learning opportunity		
QD3. Ensured pairs or groups were functional when tasks were assigned (e.g. circulated, coaching, problem-solving as appropriate)		
QD4. Managed classroom behaviours in a way that appeared respectful and ensured comfort*		
QD6. Provided breaks and time for student/professor regeneration/reflection		
QD7. Provided adequate instructions for any activities or tasks		
QD9. Provided pauses, transitions and sectioning to aid comprehension, note-taking, and attention*		
QD10. Managed the asking of and responding to questions effectively		
QD11. Explained content using language that students understood*		
QD12. Used comprehension checks to ensure class understood material*		
QD13. Provided helpful feedback*		
QD14. Textbook/reading materials helped students*		
QD15. The delivery connected this course learning to the students' wider semester/program experience*		
QD16. Technology was used to help students learn* including:		

Section E - Diversity, Inclusion, and Accessibility

*Represents items aligned with the Formal SAT instrument

	Observed Y/SW/N/NA	Observations and Suggestions
QE1. Delivery took into account the accessibility needs of students and Universal Design for Learning (UDL) (e.g. closed captioning, material design, posting materials to eConestoga, accessibility of learning materials, other _____)		
QE9. maintenance of student privacy and confidentiality		

Section F - Legal

*Represents items aligned with the Formal SAT instrument

	Observed Y/SW/N/NA	Observations and Suggestions
QF1. Demonstrated professional practices and behaviours including use of any required personal protective equipment (PPE)		
QF2. Interactions were in keeping with the Ontario Human Rights code (OHR)		
QF3. Complied with copyright and acknowledged sources used		

Glossary

Active Learning: Learning opportunities provided to students that allow them to process and manipulate the content so that they build knowledge, skills, and attitudes appropriate to the learning outcomes for the course. Sitting passively and listening to the professor is not active learning though it may be an important sub-component of a classroom experience.

AODA: Accessibility for Ontarians with Disabilities Act. All educators are required to provide accessible learning opportunities and materials.

[See Accessibility Services Faculty Information](#)

[See Creating Accessible Materials.](#)

Experiential Learning: The Ministry of Advanced Education and Skills Development (MAESD) asks that students be exposed to authentic demands that improve their employability, interpersonal skills, and transition to the workforce. In the classroom, this can involve purposeful and meaningful activities that simulate the intended workplace.

Instructional Plan: An Instructional Plan is a detailed schedule outlining course delivery elements. It guides faculty delivery and student planning and preparation. It is based on a college-wide template that ensures that a) faculty have determined the best way to deliver a course over the time-period available, b) that evaluations have been distributed in a way that allows for marking and feedback, c) students can anticipate and prepare for the key concepts being delivered each class, and d) the date for each evaluation is clearly communicated to students and other stakeholders.

Learning-Centered Practice: This is an approach in which the faculty focusses on delivering a course where significant learning opportunities are the focus. The faculty is not the “sage on the stage” but rather “a guide on the side” helping learners develop knowledge, skills, and attitudes related to the course outcomes. Assessments are developed that require, encourage and foster further learning.

Occulesics: The study of the use of the eyes in communication. It is important that the professor make equitable eye contact with all learners and engage the farthest corners of the class with eye contact.

Ontario Human Rights (OHR) Code: The Code provides for equal rights and opportunities and freedom from discrimination.

[See the protected grounds at Ontario Human Rights Code](#)

Outcomes-Based Education: This approach identifies outcomes that the successful student will be able to achieve by the end of the course and aligns learning opportunities and assessments to these stated outcomes.

Pedagogy: The methods and practice of teaching. One engages in pedagogy when one is planful and deliberate in offering learning opportunities.

PPE: Personal Protective Equipment is required in some areas. Your Manager will inform you. PPE provides protection for heads, ears, eyes, skin, feet, and the respiratory system. PPE provides protection from hazards and falls.

Proxemics: Proxemics are the placement of the body and other items (e.g., furniture, screens) in the available space. It would be poor proxemics to stand in one corner of the class all session or to pace back and forth. It is good proxemics to be visible to the students and to change sides occasionally so as to equalize attention. It is also good proxemics to stand close to and gesture to items on the board while you speak about them.

Realia: Items from the working world that are brought into the class so students can interact with them and see them to scale and in 3-dimension. These can include items such as tools or equipment that students will later use in the work place. They can be passed around, demonstrated or used in the class.

Respect: In partnership with civility and empathy, respect is a key component of a functional learning environment. It is challenging to respect each student and the class as a community when some do show the respect we expect, yet faculty who score high on respect on the Student Appraisals of Teaching (SAT) usually score well overall. The opposite is also true.

Triggering Topics: Some students have very painful personal experiences related to rape, drugs, abortion, death, car accidents, alcohol abuse, cancer and other sensitive topics. It is important to let them know if such a theme is introduced or emerges and to never speak flippantly about such topics.

Universal Design for Learning (UDL): Universal Design for Learning is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It proposes that if you think about the needs of students with disabilities or other challenges and think about how to adapt your teaching and materials to help them that you can create a delivery that is universally more helpful. Just as the cut-outs on curbs for sidewalks was done for wheelchairs but helped people on bikes and with strollers so can your making enhancements to your teaching help everyone. See UDL Video from CAST.

[See UDL Video from CAST.](#)