

Colleagues in the Classroom Visit Guide

This rubric is meant to help focus your observation during the peer visit, providing a starting point for discussion before and after the classroom visits. Not every aspect of teaching will be visible or appropriate during the visit, of course, but this form offers some guidelines for what to look for in a learner-centered classroom.

<p>1. Classroom Climate: Is there a welcome learning environment that provides opportunities to both challenge and support students?</p>			<p>NOTES:</p>
	<p>Do you communicate enthusiasm for the topic and student learning?</p>		
	<p>Is the physical environment conducive to learning?</p>		
	<p>Are students involved?</p>	<ul style="list-style-type: none"> -Do you make eye contact with them? -Do you invite and encourage them to participate? -Do you provide adequate opportunities to participate? 	
	<p>Are students respected and included?</p>	<ul style="list-style-type: none"> -Do you use student names? -Do you invite <i>all</i> students to participate? -Do you demonstrate respect and openness for divergent opinions? -Does the overall classroom environment lead students to feel like the classroom is <i>their</i> space? Does this vary among different groups of students? 	
	<p>Do you provide space to acknowledge limitations?</p>	<ul style="list-style-type: none"> -Do you invite students to bring up difficulties? -Do you admit mistakes and limitations in one's own expertise? -Do you avoid dogmatism? 	
	<p>Does the class challenge students?</p>	<ul style="list-style-type: none"> - Are students given opportunities to push themselves intellectually? - Are you supportive of students' risk-taking in response to challenges? 	

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<p>2. Organization and Pace: Is the class session focused, goal-directed, and appropriately paced?</p>			
	<p>Have goals been clearly communicated?</p>	<p>-Are session goals clear to students? -Are session goals relevant to overall course objectives?</p>	
	<p>Is the session well-organized?</p>	<p>-Is the organization apparent to students? -Does the session stay focused on the topic and avoid unhelpful digressions? -Are the students involved in keeping the session on track?</p>	
	<p>Is the pace of the session appropriate?</p>	<p>-Do you assess student learning needs in relation to the pace of the session? -Can you speed up or slow down in response to student needs? -Are the topics and goals adequately covered?</p>	
<p>3. Promotion of Student Understanding and Retention: What approach to presenting and explaining the content do you use? How do students interact with the content?</p>			
	<p>Is the teaching method appropriate for the content and class size?</p>	<p>-Examples: lecture, discussion; small group work; skill practice; technology use; active learning techniques</p>	
	<p>Is the session organized in a way that promotes understanding and retention?</p>	<p>-overviews and periodic summaries -effective transitions -listing of concepts/skills to be covered</p>	
	<p>Is the class session clear?</p>	<p>-Are the examples meaningful and relevant? -Are key terms defined? -Are relationships within the materials made explicit? -Are students questions answered directly and effectively? -Are important points cued and repeated? -Are visuals used effectively?</p>	

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	Does the session promote active learning?	-Do you encourage note-taking; discussion; response papers? -Do you provide opportunities for practice? -Do you encourage application of material to students' own lives or other issues/problems in the world? -Do you encourage a close reading of texts? -Do you encourage peer-to-peer learning or feedback?	
	Does the session incorporate universal/inclusive design or must accommodations be made? Were these made effectively?		
	4. Providing Student Evaluation and Feedback: Do you have a clear process to evaluate how well students understand the material and provide them feedback about their work?		
	Do you ask questions during session? Different question types: recall; analysis/synthesis; application?		
	Is there wait time during questions (so all students have time to participate?)		
	Do you encourage student self-assessment? (e.g., do you feel you understand? What's still unclear?)		
	What sorts of feedback were used?	-Direct feedback (correct/incorrect) -Suggestions for improvement -Peer feedback -Interactive feedback (ask for students' reaction to feedback)	

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<p>5. Promotion of Self-Directed Learning: Do you motivate students to take charge of their own learning?</p>			
	Do you provide opportunities for students to choose topics? Assignments? Readings?		
	Do you brainstorm with students?		
	Do you encourage students to follow up with you or each other after class?		
	Do you make use of reflective or integrative assignments?		
	Do you model your own learning (discuss your own experience as a student or your progress in your own scholarship or creative work?)		

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