

# Classroom observation

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A pre- and post- meeting before the classroom visit is recommended.

Chairs will complete the [Classroom Observation Form \(.docx\)](#) and upload it to the portfolio under tab "Classroom Observations." The guide below provides look-fors and sample questions that can be used for reflection.

The [Portfolio Checklist \(PDF\)](#) is the final step of the process and is used to review your faculty portfolio. Attach your [Professional Learning Action Plan \(.docx\)](#). Both you and your Chair need to sign the checklist to note the completion of the portfolio process.

Once completed, have your Chair send the completed and signed checklist to [faculty.portfolio@senecapolytechnic.ca](mailto:faculty.portfolio@senecapolytechnic.ca).

## Domain 1: Students and student success

The professor provides an environment for learning that sets the students up for learning and encourages the students to be problem solvers and lifelong learners.

Look Fors	Sample Questions for Reflection
<ul style="list-style-type: none"><li>▪ Learning outcomes are clearly communicated to students</li></ul>	Are learning outcomes written in student-friendly language and simple to understand?
<ul style="list-style-type: none"><li>▪ Provides guidance and effective feedback to students as they learn new concepts/skills</li></ul>	Is the feedback focused on learning goals rather than evaluative?
<ul style="list-style-type: none"><li>▪ Sets up an non-threatening and inclusive learning environment that encourages risk-taking and is open to questions and feedback</li></ul>	Are a variety of perspectives from students welcome and open? Are all students encouraged to participate in the learning? When students are not participating, does the professor take appropriate action?
<ul style="list-style-type: none"><li>▪ Uses effective questioning techniques to elicit higher order thinking from the students</li></ul>	Are the questions thoughtful rather than simply complex?
<ul style="list-style-type: none"><li>▪ Supports students to work independently on new concepts skills</li></ul>	Is the professor ensuring that group opportunities are helping each individual student?
<ul style="list-style-type: none"><li>▪ Demonstrates a knowledge of students</li></ul>	Does the professor modify/adapt activities/assessments to meet the needs of his/her students?

## Domain 2: Professional knowledge

The professor knows their subject matter, the student learning outcomes, and any necessary requirements. A variety of effective teaching and assessment practices are being used and

the professor is aware of how students learn and the possible barriers to learning and what may impact their students' achievement.

Look Fors	Sample Questions for Reflection
<ul style="list-style-type: none"> <li>▪ Demonstrates a strong knowledge of the subject and related skills, as well as current applications and job-related requirements</li> </ul>	Does the course reflect current changes in the program area job-related requirements?
<ul style="list-style-type: none"> <li>▪ Understands the importance of both formative and summative assessments to improve student learning</li> </ul>	Do formative assessments have comments rather than marks assigned?
<ul style="list-style-type: none"> <li>▪ Uses flexible grouping practices when appropriate</li> </ul>	Does the professor use flexible grouping that makes sense for the activity?

## Domain 3: Professional practice

Professors use their professional knowledge and understanding of how students learn, their program, teaching and assessment practices to ensure the success of their students' achievement. Teaching practices are refined and courses are updated through continuous reflection.

Look Fors	Sample Questions for Reflection
<ul style="list-style-type: none"> <li>▪ Effectively demonstrates his/her knowledge of the current trends, skills, and research relevant to his or her teaching</li> </ul>	Does the professor apply his/her pedagogical content knowledge and evidence-based practices in the classroom to inspire and encourage meaningful and authentic learning?
<ul style="list-style-type: none"> <li>▪ Considers various learning styles and adapts lessons appropriately to meet student needs</li> </ul>	Do the lessons vary in style? Do individual lessons allows the students to approach the content in more than one way?
<ul style="list-style-type: none"> <li>▪ Uses a variety of teaching strategies to engage students that are aligned to the student learning outcomes</li> </ul>	Does the teaching strategy fit the learning outcome and make sense for the skill/concept attainment?
<ul style="list-style-type: none"> <li>▪ Provides effective feedback by using assessment strategies that are aligned to the student learning outcomes</li> </ul>	Do the assessment strategies reflect the level of learning?
<ul style="list-style-type: none"> <li>▪ Uses technology appropriately to promote student learning</li> </ul>	Is technology being used in and out of the classroom to enhance the learning experience of their students by capturing students' attention and assessing their progress towards their learning outcomes?
<ul style="list-style-type: none"> <li>▪ Creates opportunities for students to share their learning, knowledge, and skills with others within the class, college, or community</li> </ul>	Does the professor encourage students to broaden their perspectives?

## Domain 4: Professional learning

Professors are interested and engaged in ongoing professional learning to remain current in their program areas. Faculty collaborate within their school and the college to create and sustain professional learning communities.

Look Fors	Sample Questions for Reflection
<ul style="list-style-type: none"> <li>▪ Effectively applies new information and strategies from professional learning to enhance teaching practices</li> </ul>	Is there evidence that professional learning opportunities have enhanced their instruction?
<ul style="list-style-type: none"> <li>▪ Involved in action research or collaborative inquiry to examine his or her own practice and better meet the needs of students</li> </ul>	What action research is the professor engaged in? How does the professor measuring the student impact of a new strategy or use of technology?

tags : faculty-portfolio, teaching-and-learning, teaching-and-learning-centre