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| Instructor’s Name:  |
| Reviewer’s Name:  |
| Session Title/Topic: |
| Date:  | Start Time:  | End Time:  |
| Location:  |
| Instructional Session Type (classroom lecture, lab, clinical rotation, problem-based learning session, etc.): |
| DVM 1  | DVM 2 | DVM 3 | Clinical Year |
| Approximate enrollment/attendance:  |

**Instructional Session Observation Form**

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| **ORGANIZATION**To what extent … | Exceeds expectations | Meets expectations | Below expectations | NA |
| 1. Is the instructor prepared for class (e.g., starts class promptly, reviews learning outcomes/session overview, has materials ready, matches presentation topics with scheduled topics)? |  |  |  |  |
| 2. Does the instructor use class time effectively/efficiently (e.g., spends appropriate time on difficult concepts, does not rush through material, allocates enough time for learning activities)? |  |  |  |  |
| 3. Are learning activities organized and purposeful? |  |  |  |  |
| 4. Are the learning activities consistent with the course and sessionlearning outcomes/objectives? |  |  |  |  |
| 5. Are key facts, concepts, and applications presented and explained logically? |  |  |  |  |
| 6. Are transitions between units, sections, concepts, and/or topics effective (e.g., important points summarized, connections highlighted, etc.)? |  |  |  |  |
| *Additional comments (Summative: provide rationale/evidence for ratings above; formative: provide comments and suggestions for improvements* |
| **INSTRUCTIONAL STRATEGIES**To what extent … | Exceeds expectations | Meets expectations | Below expectations | NA |
| 1. Are teaching strategies consistent with the session’s goals and/or outcomes? |  |  |  |  |
| 2. Does the instructor employ instructional strategies appropriate to the session context? |  |  |  |  |
| 3. Is the instructor’s pacing appropriate? |  |  |  |  |
| 4. Does the instructor provide clear directions for learning activities or lab work? |  |  |  |  |
| 5. Does the instructor effectively integrate in-class activities and out-of-class activities (e.g. readings, lab assignments)? |  |  |  |  |
| *Rate the following if appropriate for this session.* |
| 6. Does the instructor facilitate effective class/group/case discussion? |  |  |  |  |
| 7. Are students given an opportunity to learn from one another? |  |  |  |  |
| 8. Are handouts, notes, presentation, slides, etc., organized and helpful? |  |  |  |  |
| 9. Does the instructor facilitate effective group work? |  |  |  |  |
| 10. Is technology used effectively to promote learning (e.g., multimedia is relevant and plays well, audio can be heard, images are viewable, student response system functions well)? |  |  |  |  |
| *Additional comments (Summative: provide rationale/evidence for ratings above; formative: provide comments and suggestions for improvements)* |
| **PRESENTATION SKILLS**To what extent … | Exceeds expectations | Meets expectations | Below expectations | NA |
| 1. Is the instructor an effective presenter/facilitator? |  |  |  |  |
| 2. Does the instructor appear enthusiastic and interested (e.g., about the course,the particular subject, and the students)? |  |  |  |  |
| 3. Does the instructor help make the subject relevant/interesting? |  |  |  |  |
| *Additional comments (Summative: provide rationale/evidence for ratings above; formative: provide comments and suggestions for improvements)* |
| **CLARITY**Did the instructor … | Exceeds expectations | Meets expectations | Below expectations | NA |
| 1. Provide clear explanations and examples? |  |  |  |  |
| 2. Answer questions clearly and fully? |  |  |  |  |
| 3. Emphasize the main points of the topic or lecture? |  |  |  |  |
| 4. Relate subject matter to practical applications or relevant situations? |  |  |  |  |
| *Additional comments (Summative: provide rationale/evidence for ratings above; formative: provide comments and suggestions for improvements)* |
| **CONTENT KNOWLEDGE**Did the instructor … | Exceeds expectations | Meets expectations | Below expectations | NA |
| 1. Appear knowledgeable (e.g., confident about explanations and answering questions, communicates subject effectively)? |  |  |  |  |
| 2. Present content that is accurate, evidence-based, and current in veterinary medicine (e.g., uses appropriate examples and illustrations, stays on topic)? |  |  |  |  |
| *Additional comments (Summative: provide rationale/evidence for ratings above; formative: provide comments and suggestions for improvements)* |
| **STUDENT ENGAGEMENT**Did the instructor … | Exceeds expectations | Meets expectations | Below expectations | NA |
| 1. Encourages student participation in the learning process? |  |  |  |  |
| 2. Model good listening skills? |  |  |  |  |
| 3. Exhibit strong classroom/group management skills? |  |  |  |  |
| 4. Demonstrate personal interest in students (e.g., call them by name when possible, respond respectfully, address questions and concerns)? |  |  |  |  |
| 5. Respond to students’ needs and learning differences? |  |  |  |  |
| 6. Offer explanations at levels appropriate for the audience? |  |  |  |  |
| *Additional comments (Summative: provide rationale/evidence for ratings above; formative: provide comments and suggestions for improvements)* |