

# Class Observation Report

Instructor Name: Professor Sample

Course Acronym/Section: G \_\_\_\_\_

Room: \_\_\_\_\_

Date/Time of Observation: \_\_\_\_\_

Class description from the syllabus: COPIED AND PASTED HERE

Professor Sample an Assistant Professor of Discipline. This is the \_th time he has taught this class, but he dramatically changed the class this time. He introduced theory as a larger part of the class, extending it beyond 2 or 3 lectures at the beginning. He added a new book that is more accessible to students than the theorist he previously used.

On this day, 13 students were present. Seven students were male; six were female. Class began at\_\_ and ended at \_\_.

Students began with a lecture reviewing X and moved into a lecture/discussion about Y. Then they Z and transitioned into learning of their next assignment, AB. They got a lesson on Q and had time to start working on techniques and ideas.

## *Meeting of Standards of Excellence in Teaching*

**In my professional opinion, Professor Sample demonstrated to me that he met all of the following standards for excellence in teaching, with those goals demonstrated in italics, along with comments as needed:**

6.1.2.1. *A thorough and current command of the subject matter, teaching techniques and methodologies of the disciplines one teaches.*

6.1.2.2 *Sound course design and delivery in all teaching assignments – whether program or General Studies, introductory or advanced offerings — as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning.*

6.1.2.3. *The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, grading and attendance policies, and the timely provision of copies to students. Note: I cannot comment on the timely provision of a syllabus to students.*

6.1.2.4 *Excellence in teaching also entails respect for students as members of the Stockton academic*

# Class Observation Paper

**New York (N.Y.). Superintendent of  
Schools**



## Class Observation Paper:

**Research Handbook on Classroom Observation** Sean Kelly, 2025-03-12 This comprehensive Research Handbook offers cutting edge insights into classroom observation systems for teacher evaluation and professional development with an emphasis on both applied and discovery oriented inquiry

**Classroom Observation** Matt O'Leary, 2020-05-12 Building on recent changes and debates surrounding the use of observation this fully updated second edition of Classroom Observation explores the role of lesson observation in the preparation assessment and professional learning of teachers lecturers and educators at all levels and across all educational organisations Offering practical guidance and detailed insights on an aspect of training that is a source of anxiety for many teachers this thought provoking book offers a critical analysis of the place role and nature of lesson observation in the lives of education professionals Updated to incorporate the latest research policy and practical developments on observation this new edition also includes greater coverage of research and developments in the field of observation beyond the UK Enabling readers to use observation as a lens for understanding informing and improving teaching and learning and equipping them with structured frameworks for applying observation this book includes sections on Teacher autonomy and professional identity Performance management professional standards and accountability Peer observation self observation and critical reflection Educational assessment and evaluation Peer based models of observation Using digital technology to inform learning Written for all student and practising teachers as well as teacher educators and those engaged in educational research Classroom Observation is an essential introduction to how we observe why we observe and how it can be best used to improve teaching and learning

**Dance Teaching Methods and Curriculum Design** Gayle Kassing, Danielle Mary Jay, 2003 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 k p e i s t

**Explorations in Classroom Observation** Michael Stubbs, Sara Delamont, 1976

**Technology-Assisted Learning: Honing Students' Affective Outcomes** Eva Yee Wah Wong, Milton D. Cox, Theresa Kwong, Lisa Ying Ngor Law, Mark Andrew Pegrum, 2022-09-21

Resources in Education, 1980

Evaluation of Classroom Observation Darwin A. Fosse, 1968

*Directed Observation and Supervised Teaching* James Herbert Blackhurst, 1925

My Saturday Bird Class Margaret Miller, 1897

California. Court of Appeal (2nd Appellate District). Records and Briefs California (State)., **Annual Report of the City Superintendent of Schools to the Board of Education for the Year Ending ...** New York (N.Y.). Superintendent of Schools, 1909

*Report of the Education Department* University of the State of New York, 1905

Annual Report of the Secretary of the State Board of Agriculture of the State of Michigan, for the Year ... Michigan. State Board of Agriculture, 1886

**Popular Educator**, 1926

*Summer Sessions Information and Class Schedules Bulletin* University of Nebraska--Lincoln. Summer Sessions Office, 1918 Note 1973 77 editions formerly classified U0500T001

**Merck's Report** Theodore Weicker, 1897

**Annual Report of the New Jersey State Board of Education, with the Report of the State Superintendent of Public Instruction** New Jersey. Department of Education, 1929

*Annual Report*

*of the President to the Corporation of Brown University* Brown University,1886      *Report on the Administration of the*  
*Meteorological Department of the Government of India ,1879*      *Annual Report of the Commissioner of the Michigan*  
*Department of Health* Michigan. Department of Health,1896

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