



## Harvard Division of Continuing Education

### Guidelines for Teaching Observation

(Completed by Faculty Development Team for 1 Individual Course Session)

**Purpose of Teaching Observation:** Our observation form is used to evaluate an Instructor's effectiveness of teaching an individual course session. As part of our observation process, the Faculty Development Team will observe a video recording of an individual course session. We observe courses that are in a variety of formats including online (synchronous and asynchronous), HyFlex (online and in-person). After we record our observations, we will meet with the Instructor for a Goals Meeting where the Instructor will share their Self-Reflection Form, we will share our Teaching Observation Form, and then we will identify goals together.

**Key Benchmarks:** For the teaching observation, we are looking for the following 3 key benchmarks to support your growth as an instructor, which are aligned with our Department's vision and values for teaching and learning.

1. **Alignment Between Learning Objectives & Course Content:** Instructor communicates clear learning objectives and supports students to meet these goals through course instruction, activities, materials, and assignments.
2. **Engagement through Active Learning:** Instructor cultivates instructor-to-student and student-to-student relationships through active learning activities that may involve, but is not limited to class discussion, group work, case studies, role playing, and creative problem-solving.
3. **Human-Centered & Inclusive Learning Environment & Curriculum:** Instructor creates a human-centered and inclusive learning environment and curriculum that values and leverages students' diverse identities, perspectives, and voices.

**Questions Aligned with Key Benchmarks:** When viewing the video recording of your course session, we will record our observations in response to the below questions. These questions enable us to provide evidence through concrete examples of how each of these 3 key benchmarks is reflected in your teaching.

1. In what ways does the Instructor meet each of the 3 key benchmarks in their course session?
2. What are the Instructor's glows (areas of success) and grows (areas of growth)

aligned with each of the 3 key benchmarks in their course session?

3. What additional feedback would you like to provide the Instructor with to support their growth?

### Teaching Observation Form

**Purpose of Form:** The purpose of this form is for the Faculty Development Team to record our observations of an Instructor teaching an individual course session. Through this process, we will identify concrete examples of how each of the 3 benchmarks is reflected in your teaching. Also, we will identify glows (areas of success) and grows (areas of growth) and provide additional feedback to support an Instructor to continue developing their teaching practice.

### Course Information

**Instructor Name:**

**Course Name & Number:**

**Date & Time of Course Session:**

### Benchmark 1:

#### Alignment Between Learning Objectives & Course Content:

Instructor communicates clear learning objectives and supports students to meet these goals through course instruction activities, materials, and assignments.

Observations	Time Stamp if Applicable (00:00)
1) In what ways does the Instructor align their learning objectives with course content?	
2) What are the Instructor's glows (areas of success) and grows (areas of growth) for the alignment between their learning objectives and course content?	

<b>Benchmark 2:</b> <b>Engagement through Active Learning:</b> Instructor cultivates instructor-to-student and student-to-student relationships through active learning activities that may involve, but is not limited to class discussion, group work, case studies, role playing, and creative problem-solving.	
<b>Observations</b>	<b>Time Stamp if Applicable</b> (00:00)
1) In what ways does the Instructor engage students through active learning?	
2) What are the Instructor's glows (areas of success) and grows (areas of growth) for engaging students through active learning?	
<b>Benchmark 3:</b> <b>Human-Centered &amp; Inclusive Learning Environment &amp; Curriculum:</b> Instructor creates a human-centered and inclusive learning environment and curriculum that values and leverages students' diverse identities, perspectives, and voices.	
<b>Observations</b>	<b>Time Stamp if Applicable</b> (00:00)
1) In what ways does the Instructor create a human-centered and inclusive learning environment and curriculum?	
2) What are the Instructor's glows (areas of success) and grows (areas of growth) for creating a human-centered and inclusive learning environment and curriculum?	

<b>Additional Feedback</b>	
<p>What additional feedback would you like to provide the Instructor with to support their growth?</p>	