

**Ocean County College**  
**Record of Classroom Observation**  
**for Adjunct Faculty and Part-Time Teacher Instruction #3112.2-1**

Faculty Member:

Course Title/Section:

# of Students Present:

Date:

Time:

Length of Visit:

Code	Criteria	Score
<b>I. KNOWLEDGE OF MATERIAL (Scale 1-4)</b>		
I-A	Instructor's presentation exhibits appropriate knowledge of the content.	
I-B	Instructor appears comfortable with the content.	
I-C	Instructor demonstrates knowledge of content when responding to students.	
	<b>Average score for section I</b>	
	Comments (required):	
<b>II. TEACHING ORGANIZATION &amp; METHODS (Scale 1-4)</b>		
II-A	Instructor presents a well-planned and organized lesson.	
II-B	Instructor links the lesson to previous learning.	
II-C	Instructor summarizes major points.	
II-D	Instructor uses a variety of questions and/or teaching strategies to promote a high level of thinking.	
II-E	Instructor allows for sufficient time for student responses.	
	<b>Average score for section II</b>	

	Comments (required):	
	<b>III. STUDENT ENGAGEMENT (Scale 1-4)</b>	
III-A	Instructor uses appropriate methods to convey information and involve students.	
III-B	Instructor encourages intellectual engagement and student questions.	
III-C	Instructor encourages students to interact with one another and/or the lesson content.	
	Average score for section III	
	Comments (required):	
	<b>IV. PRESENTATION (Scale 1-4)</b>	
IV-A	Instructor speaks at a pace appropriate for information processing and note taking.	
IV-B	Instructor uses effective non-verbal behaviors (gestures, eye contact).	
IV-C	Instructor demonstrates an appropriate rapport with and respect for all students.	
IV-D	Instructor communicates in a clear, insightful, and engaging manner.	
	Average score for section IV	

	Comments (required):	
	<b>V. CLASSROOM MANAGEMENT (Scale 1-4)</b>	
V-A	Instructor uses time wisely.	
V-B	Instructor maintains discipline and control in the classroom.	
	<b>Average score for section V</b>	
	Comments (required):	
	<b>Average of scores for sections I,II,III,IV,V</b>	
	<b>GENERAL COMMENTS BY THE REVIEWER (following post-evaluation conference):</b>	
	<b>GENERAL COMMENTS BY THE INSTRUCTOR (following post-evaluation conference):</b>	

<b>Signatures:</b>	
Observer Signature:	
Print Name:	Date:
Faculty Member Signature:	
Print Name:	Date:

- Scale:**
- N/A = Not Observed in this Class Meeting**
  - 1 = Does Not Meet Expectations**
  - 2 = Partially Meets Expectations**
  - 3 = Meets Expectations**
  - 4 = Exceeds Expectations in Some Areas**

# Ocean County College

## Record of Classroom Observation for Adjunct Faculty and Part-Time Teaching Instruction Rubric - #3112.2-1

Philosophy: Ocean County College views effective instructors as those who exhibit appropriate knowledge of content, and who utilize a variety of teaching strategies to promote a high level of thinking and to actively engage students in the learning process.

Rating	Criteria	1 Does Not Meet Expectations	2 Partially Meets Expectations	3 Meets Expectations	4 Exceeds Expectations
I	<b>KNOWLEDGE OF MATERIAL</b>				
I-A	<b>Instructor's presentation exhibits appropriate knowledge of the content.</b>	Demonstrates little familiarity with the subject matter/Presents inaccuracies and/or information not in line with the current authoritative literature on the subject/No effort to apply content in relevant ways/Weak and/or irrelevant use of examples and anecdotes	Demonstrates some familiarity with the subject matter/Some gaps in knowledge evident/Little to no effort made to apply content in relevant ways/Limited use of examples and anecdotes	Knows the subject matter well/Presents accurate & current information/Some effort made to apply content in relevant ways/Some use of examples and anecdotes	Demonstrates a thorough command & knowledge of the subject matter/Presents current and authoritative literature on the subject/Able to apply content in relevant ways/Includes useful and relevant examples and anecdotes
I-B	<b>Instructor appears comfortable with the content.</b>	Relies heavily upon notes/Hesitates in articulating content	Relies somewhat upon notes/Some hesitation in articulating content	Able to lecture with limited reliance on notes/Good articulation of the content	Able to lecture without reliance on notes/Effortless articulation of the content
I-C	<b>Instructor demonstrates knowledge of content when responding to students.</b>	Avoids answering student questions or provides inadequate answers to student questions and comments	Demonstrates gaps in knowledge and some difficulty in responding to student questions and comments	Demonstrates knowledge of the subject matter and ease in responding to student questions and comments	Anticipates and responds to student questions and comments in a thorough and accurate manner
II	<b>TEACHING ORGANIZATION &amp; METHODS</b>				
II-A	<b>Instructor presents a well-planned and organized lesson.</b>	Objectives are not outlined or are not clear/Lesson is poorly planned	Clear, achievable lesson objectives are somewhat evident/Lesson organization is weak	Clear, achievable lesson objectives are outlined/Lesson is well-organized	Clear, achievable lesson objectives are outlined/Lesson is well-organized/Connection to long-term objectives is evident
II-B	<b>Instructor links the lesson to previous learning.</b>	Does not demonstrate how lesson builds on previous learning	Limited mention of how lesson builds on previous learning	Demonstrates how lesson builds on previous learning, by making clear connections with previous material and/or through examples	Frequently demonstrates how lesson builds on previous learning and is connected to future learning and/or other disciplines

II-C	<b>Instructor summarizes major points.</b>	Provides no summary of major points	Provides partial or inadequate summary of major points	Summarizes and emphasizes major points at appropriate junctures	Summarizes and emphasizes major points at appropriate junctures, using relevant examples to further illustrate
II-D	<b>Instructor uses a variety of questions and/or teaching strategies to promote a high level of thinking.</b>	Questions and/or teaching strategies do not promote critical thinking skills	Limited use of challenging questions and/or teaching strategies that promote critical thinking	Most questions and/or teaching strategies challenge students and promote critical thinking	Questions and/or teaching strategies challenge students and promote critical thinking/Application of concepts and/or connections to other disciplines is evident
II-E	<b>Instructor allows for sufficient time for student responses.</b>	Fails to maintain an appropriate balance of time by not waiting long enough for student responses or allowing student responses to overtake the planned lesson	Sometimes maintains an appropriate balance of time in managing student responses	Frequently maintains an appropriate balance of time in managing student responses	Always maintains an appropriate balance of time in managing student responses
III	<b>STUDENT ENGAGEMENT</b>				
III-A	<b>Instructor uses appropriate methods to convey information and involve students.</b>	Lesson does not generate student attention/Little to no effective integration of technology or active learning strategies/No use of brief assessments	Creates a lesson that will generate attention of some students/Some effective integration of technology or active learning strategies and use of brief assessments	Creates an engaging lesson that motivates most students in active learning/Uses technology in an effective manner and/or active learning strategies, including but not limited to punctuated lectures, group work, debates/Uses brief assessments to gauge student learning	Creates a highly engaging lesson that will involve nearly all students in active learning/Uses technology in an effective manner and/or incorporates active learning, including but not limited to punctuated lectures, group work, debates/Uses brief assessments to gauge student learning
III-B	<b>Instructor encourages intellectual engagement and student questions.</b>	No encouragement is evident/Students do not ask questions	Attempts to get students involved but only a select few students participate	Most students participate enthusiastically	Inspires virtually all students to participate enthusiastically
III-C	<b>Instructor encourages students to interact with one another and/or the lesson content.</b>	No encouragement is evident/Students are passive and disengaged	Weak attempt to get students involved/Unable to reach passive and disengaged students	Most students are encouraged to participate enthusiastically	Inspires virtually all students to participate enthusiastically/Actively encourages questions from students
IV	<b>PRESENTATION</b>				
IV-A	<b>Instructor speaks at a pace appropriate for information processing and note taking.</b>	Pace is too fast to facilitate information processing and note-taking	Pace is occasionally too fast to facilitate information processing and note-taking	Pace is not too fast to facilitate information processing and note-taking	Pace is not too fast to facilitate information processing and note-taking/Repetition and special emphasis is provided to highlight key ideas
IV-B	<b>Instructor uses effective non-verbal behaviors (gestures, eye contact, etc.).</b>	Instructor does not maintain appropriate eye contact or use effective gestures	Occasionally uses effective eye contact and gestures	Frequently uses effective eye contact and gestures	Uses frequent, effective eye contact, gestures appropriately, and moves about the classroom throughout the lesson to motivate students and promote learning

IV-C	<b>Instructor demonstrates an appropriate rapport with and respect for all students.</b>	Does not create a caring, respectful, fair, and impartial environment/Does not demonstrate connections with students/Does not know student names	Creates an environment that is caring, respectful, fair, and impartial most of the time/Some evidence of negative relationships and connections with select students/Knows some student names	Creates an environment that is caring, respectful, fair, and impartial for all students/Demonstrates positive relationships and connections with most students/Knows student names	Creates an environment that is caring, respectful, fair, and impartial for all students/Demonstrates positive relationships and connections with most students, and students respond with mutual respect/Knows student names
IV-D	<b>Instructor communicates in a clear, insightful, and engaging manner.</b>	Voice is unclear and inaudible/Poor enunciation and use of standard English/Enthusiasm is lacking	Voice is occasionally unclear and inaudible/Some poor enunciation and errors in the use of standard English/Some evidence of enthusiasm	Uses a clear voice, strong projection, and standard English/Shows enthusiasm, and most students are engaged	Uses a clear voice, strong projection, and standard English/Shows enthusiasm, and virtually all students are engaged
V	<b>CLASSROOM MANAGEMENT</b>				
V-A	<b>Instructor uses time wisely.</b>	Class begins late and ends early/Insufficient or too much time is given for different components of the lesson plan/Tangents inhibit daily learning objectives from being met/Teachable moments are missed	Class begins late and/or ends early/Sometimes, insufficient or too much time is given for different components of the lesson plan	Class begins and ends on time/Appropriate time is given for different components of the lesson plan	Class begins and ends on time/Appropriate time is given for different components of the lesson plan/Well-planned sequencing of the lesson insures most learning objectives are met/Teachable moments are used well
V-B	<b>Instructor maintains discipline and control in the classroom.</b>	Lack of order and discipline/Classroom disruptions are evident, detract from student learning, and are ineffectively managed	Some order and discipline/Weak attempt to manage classroom disruptions	Order and discipline is evident/Effectively manages classroom disruptions	Mutual respect is evident/Classroom is free of disruptions