

## Appendix III: Classroom Observation

Classroom observations may be conducted by the program coordinator a designee for the coordinator approved by coordinator and the associate dean for academic affairs, or a member of the Fairfax faculty approved by the associate dean and the program coordinator. For review of faculty in disciplines without a program coordinator, a designee will be determined by the associate dean for academic affairs in consultation with main campus counterparts. The class observer submits a written report. There is an example rubric below that we think will help evaluators with their report. The rubric, however, is not required, and can be modified or not used, as the evaluator finds appropriate. Once the faculty receives the class observation report (which should be within two weeks of the observation), the faculty member is free to respond to the report in an addendum letter. The report (along with any response) will become part of the material for evaluation, as discussed above.

Wherever possible, classroom observations will be conducted face-to-face but may be conducted remotely in the absence of a suitable local option. Faculty teaching Distance Education (DE) classes should provide the faculty observer with administrator access to the course website and arrange to discuss the course with the faculty observer.

### ***Class evaluation schedule***

- A. Class visits according the following schedule:

1 visit	First semester of teaching
1 visit	Second semester of teaching
1 visit	Second year of teaching
1 visit	Every three years starting year three

Mason Korea reserves the right to conduct additional classroom observations if the need arises.

### ***Procedures for Observing Teaching***

1. The observer will get in touch with the person to be observed and work out a mutually agreeable time to for the class visit. The faculty member should give the observer a copy of the course syllabus and copies of any handouts relevant to the day's activities. The observer and the faculty member should briefly discuss (whether in person or over email) the faculty member's plans and objectives for that day before the observer attends the class.
2. After the class visit, the observer and faculty member briefly discuss their reactions to the class: what were the perceptions of each about how the class went? This is also an opportunity for the observer to ask any questions about class activities.
3. The observer then writes a report on the class. A copy of the report should be sent to the faculty member and the original submitted to the associate dean for academic affairs to be placed in the faculty member's file.

4. The faculty member has the opportunity to write a response letter, also to be included in the file, if he or she disagrees with the letter or thinks that additional information is needed.

**Sample Classroom Observation Rubric**

This is a sample rubric that class observers may use. Rubrics may vary depending upon prevailing standards in main campus academic units.

**Classroom Observation**

Evaluator:

Instructor:

Date of Evaluation:

Course # and Name:

Total Length of Your  
Observation: \_\_\_\_\_ Minutes

How many students were present  
when class started? \_\_\_\_\_

How many students arrived  
late? \_\_\_\_\_

Outstanding	Excellent	Good	Unsatisfactory

<b>Lesson Plan:</b> began class on time and in a way that drew student’s attention; expressed the purpose or objectives of the lesson; the lesson plan was sensitive to student needs; used effective organization (efficient, clear transitions and a conclusion that summarized the lesson and looked forward to future learning); overall, used time wisely.				
<b>Teaching Strategies:</b> used classroom space and technology effectively; used an appropriate range of teaching activities (for example, lecture, student writing, collaborative groups); used materials appropriate for the situation and writing task; enhanced instruction with examples, practice,				

and feedback; when appropriate, revised the lesson to reinforce learning.				
<b>Content Knowledge:</b> demonstrated command of the lesson's content by citing authorities, materials, disciplinary knowledge or experience to support the instruction.				
<b>Effective Communication:</b> used voice and body language effectively (e.g., eye contact) and explained concepts clearly; gave clear and timely instructions for student tasks.				
<b>Discussion:</b> asked engaging questions and waited for answers; listened to student comments and responded effectively with follow-up questions, clarifications, or encouragement; managed dissent effectively; responded to nonverbal cues such as confusion, boredom, or curiosity.				
<b>Relationship with Students:</b> overall, maintained a professional but approachable tone. Used humor or goodwill to strengthen interest; expressed concern for student learning and well-being.				
<b>Student Engagement:</b> Most students participated in class or group discussions by asking questions and making comments.				
<b>English Language:</b> the class was conducted in English.				
<b>Assessment:</b> routinely checked the students' learning by asking questions, assigning reflective writing, or inviting groups to report on their learning; circulated among groups; demonstrated understanding of student concerns and progress.				

<b>What I Observed</b>

<b>What I Thought You Did Well</b>	<b>What I Think You Could Do to Improve</b>

## **Appendix IV: Procedures for Evaluation of Faculty, Rating and Contract Renewal**

1. The faculty member will ensure that all required materials are present and updated in their file by the specified deadline.
2. The faculty evaluation committee, the associate dean for academic affairs, and a representative from the faculty member's relevant department at Mason Fairfax will review and discuss these materials.
3. Drawing from this discussion, the program coordinator will draft a letter that includes the following:
  - a. A paragraph evaluating the contents of the portfolio and noting its strengths and challenges,
  - b. A paragraph summarizing the class observation report (if included), including strengths and challenges, judged according to the criteria established by the committee.
  - c. A recommended rating of the faculty member's performance.
  - d. A recommendation on contract renewal, if applicable.
4. The faculty evaluation committee, associate dean for academic affairs, and the Mason Fairfax representative will approve the final version of the letter. However, all evaluations and decisions on contracts are advisory to the campus dean. In the matter of contract renewals, the campus dean must consult with the home department if he or she reaches a decision different from that of the home department.
5. One approved by the campus dean, a copy of this letter will be sent to the faculty member and another will be placed in their file.
6. Members of the faculty review committee also review one another's teaching portfolios with the same process, with the committee member under review excluded from all deliberations of the remainder of the committee.

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