



Requirements: Classroom observations are required for all first-year mentor/mentee partnerships and should occur early in the semester in order to provide timely feedback to the high school teacher. For established partnerships, a classroom observation is required at minimum once every three years. On years that a classroom observation is not scheduled, a faculty mentor should use the alternative site-visit options report to document face-to-face interaction with the partner high school teacher.

Concurrent Enrollment Instructor: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

High School: \_\_\_\_\_

Concurrent Enrollment Course: \_\_\_\_\_ Credit Hours: \_\_\_\_\_

PTCC Faculty Mentor: \_\_\_\_\_

Check all that apply to the PTCC mentor's role during this visit:

Observed instructor and students in class

Reviewed textbook and approved \_\_\_\_\_ (name of textbook)

Discussed course outcomes and strategies to ensure course is consistent with the on-campus PTCC course

Reviewed syllabus (attach a copy of syllabus)

Participated in class (e.g. guest lecture, team teaching, etc.)

Discussed progress of the class with students

Reviewed examples of assessment instruments

Reviewed samples of student work

Other \_\_\_\_\_

Use the space below for comments, observations, recommendations (attach separate sheet(s), as needed):

High School Instructor Signature (electronic signature allowed)

Date

Faculty Mentor Signature (electronic signature allowed)

Date

Submit signed form to the Director of Student Success

This requirement directly aligns with NACEP STANDARD C3 – Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

Please respond to the areas below indicating if the concurrent enrollment teacher “meets professional expectations” or “needs improvement”. The bulleted items beneath each observation topic are not inclusive, but are intended to cue the observer to observable behavior as well as to assist in the observation of the concurrent enrollment teacher.

---

**SUBJECT MATTER EXPERTISE**

MEETS PROFESSIONAL EXPECTATIONS

NEEDS IMPROVEMENT

- Demonstrated comprehensive knowledge of subject matter
- Answered student questions with thorough, concise, and timely responses
- Provided additional information to support information such as research, resources, relevant experiences

**Observations and Suggestions for Development:**

---

**INSTRUCTIONAL SKILLS**

MEETS PROFESSIONAL EXPECTATIONS

NEEDS IMPROVEMENT

- Actively engaged students in the learning process
- Skillfully employed a variety of teaching tools and techniques to augment lecture
- Summarized key points of the lecture/demonstration throughout the class
- Utilized handouts and instructional material that were effective
- Defined terms or gave background information when necessary
- Monitored student learning and adjusted instruction when necessary

**Observations and Suggestions for Development:**

---

**DELIVERY/COMMUNICATION SKILLS**

MEETS PROFESSIONAL EXPECTATIONS

NEEDS IMPROVEMENT

- Demonstrated interest in the content of the course and enthusiasm about the content
- Presented information in a highly confident, engaging, polished manner
- Presented lesson objectives and assignment requirements in a clear, understandable manner

**Observations and Suggestions for Development:**

---

**STUDENT INVOLVEMENT**

MEETS PROFESSIONAL EXPECTATIONS

NEEDS IMPROVEMENT

- Provided ample opportunity for student interaction (questions, activities, small group work, etc.)
- Encouraged and involved a variety of students in discussions
- Dealt with challenging behaviors in a timely, professional and respectful manner
- Demonstrated skills in facilitating debate while maintaining control of the learning environment

**Observations and Suggestions for Development:**