

CLASSROOM VISITOR OBSERVATION FORM (VOF)
(Instructor Performance / Student Performance / Training Feedback)

See FS Form 12a for evaluation criteria/rubrics

Instructor:	Course:	Class:	Lesson:
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Observer:	Observer's Organization:	Date:
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Form Use: The Visitor Form (VOF) is a generic assessment tool placed in the Visitor's Folder or used by unit leadership to assist in providing instructors general feedback on classroom observations. The intent is to provide a simple outline of possible areas an observer could provide feedback on. This feedback mechanism is intended to be an informal tool to gather observations, suggestions, and recommendations from any visitor to classroom instruction. If the Instructor is not available for discussion, the written feedback can be placed in the Visitor's Folder. Visitors will have varied levels of experience - this assessment feedback mechanism will be considered an opportunity for instructors (and chain of command if desired) to obtain general feedback from a variety of sources.

Please rate the following areas (if Not Observed or Not Applicable enter N/O or N/A in the far right column):	Significant Shortfall 1	Needs Improvement 2	Satisfactory 3	Good 4	Excellent 5	N/A or N/O
I. Instructor Performance Feedback						
1. Administrative Requirements: Administrative Elements set conditions for successful learning event (examples - equipment, training aids, visitor's folder etc.)						
2. Subject Matter Expertise: Instructor demonstrates mastery of subject matter expertise and articulates aspects of technical and common core course content.						
3. Facilitation of Learning: Instructor facilitates the learning event by engaging students, summarizing important points, leading AARs, asking thought provoking questions, focusing learning and setting the conditions for critical thinking.						
4. Instructor Fundamentals: Instructor demonstrates proficiency in the methods and techniques of delivery of quality adult learning educational and training venues.						
5. Learning Assessments: Instructor uses multiple assessments to evaluate student learning/progress and refocuses student and instruction when necessary.						
6. Student-Centered Focus: Instructor places responsibility for learning on students by presenting engaging instruction and encouraging initiative/active participation.						
7. Job or Combat Applications: Instructor reveals the "why" behind learning to support integration of understanding in both job and combat applications.						
8. Rigor/Challenge: Instructor supports critical thinking skill development & practice by asking thought provoking questions, offering problems to solve, asking students to articulate/defend solutions and supporting creative solutions.						
9. Coach/Mentor: Instructor coaches and mentors students by asking probing questions, providing tips, guiding and developing problem solutions.						
10. Role Model: Instructor acts as a Profession of Arms role model by demonstrating confidence, enthusiasm, motivation, and positive demeanor.						
11. Learning environment: Instructor establishes a positive learning environment to support student interest, inquiry, learning, initiative and questioning.						
12. Attribute Development: Instructor integrates positive attribute development within lessons (self-discipline/initiatives/situational awareness/leadership/etc.)						
13. Outcomes/Objectives: Instructor attains the lesson objectives and desired learning outcomes ensuring students can perform the required.						

Comments on Instructor Performance:

NOTE: Provide instructor with constructive feedback that includes: sustains, improves and recommendations.

CLASSROOM VISITOR OBSERVATION FORM (VOF)
(Instructor Performance / Student Performance / Training Feedback) Cont.

Please rate or comment on any of the following areas observed (if Not Applicable or Not Observed enter N/A or N/O in the far right column):	Significant Shortfall 1	Needs Improvement 2	Satisfactory 3	Good 4	Excellent 5	N/A or N/O
II. Student Performance Feedback						
1. Performance: Students performed tasks at the expected level for the lesson.						
2. Active Participation: Students were actively engaged and involved in discussions or activities with instructors and peers.						
3. Evaluation: Students demonstrated learning of the subject matter through effective methods of assessment.						
4. Challenge/Rigor: Students were challenged by the learning event. They used critical thinking skills to work through problems.						
5. Attribute Development: Students received feedback on attribute development as part of the performance feedback.						
6. Responsibility: Students understood and accepted responsibility and were accountable for their participation including: research, homework, performance, duties and deadlines.						
7. Time: Students practiced good time management: asked questions, interacted with materials, content, & students.						

Comments on Student Performance:

NOTE: Provide sustains, improves and recommendations.

Please rate or comment on any of the following areas observed (if Not Applicable or Not Observed enter N/A or N/O in the far right column):	Significant Shortfall 1	Needs Improvement 2	Satisfactory 3	Good 4	Excellent 5	N/A or N/O
III. Training Event Feedback						
1. Training Event Intro/Lead-in: The training event set the stage for learning by having clearly articulated objectives and how it's connected to the job performance.						
2. Instructional Methods: The selected methods of instruction(s) effectively supported the attainment of the learning objectives. (conference, demonstration, practical application, PE/TDE, role play, discussion, etc.)						
3. Instructional Media: Instruction media supported the achievement of learning objectives and outcomes. (i.e. multimedia, sims, visual aids, etc.)						
4. Assistant Instructor(s): The assistant instructor(s) supported the instructor and the students.						
5. Problem Solving: The problem solving opportunities of the instruction supported understanding, including long term retention of the presented.						
6. Learning Environment: The learning environment was positive and fostered conditions for extended questions and learning opportunities.						
7. Time: There was enough time for students to ask questions and interact with materials/ content and other students.						
8. Training event summary: The training event contained a review to support reflective learning and to solidify performance.						
9. Overall Training Effectiveness: The instructional event supported achieving key learning objectives and outcomes in an engaging or challenging manner.						

Comments on Training Event:

NOTE: Provide sustains, improves and recommendations.

Evaluator/Visitor Signature: _____

Instructor Signature: _____