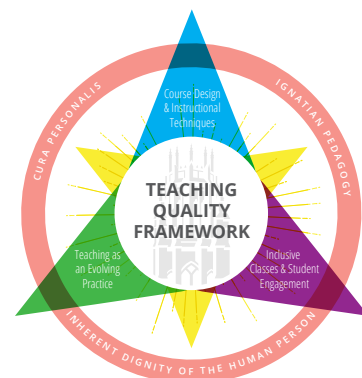


Marquette's TQF-inspired Teaching Observation Template

Spring 2026



INSTRUCTIONS

This comprehensive template, complete with pre-observation and post-observation recommended practices, is designed to facilitate all aspects of formal teaching observations between an observer and the instructor being observed. This document outlines an entire process of observing and talking with instructors in ways that lean heavily on Marquette's commitment to understanding teaching as an evolving practice, not simply a set of skills to master. This approach takes root in the Ignatian Pedagogical Paradigm that stresses reflection, experience, understanding, action, and evaluation to encourage meaningful dialogue between the observer and the instructor for the betterment of our teaching community.

This template thus provides a transparent framework and process for observations inspired by, and aligned with, [Marquette's Teaching Quality Framework](#). Individual observers and/or their departments are encouraged to adapt this template to their particular needs and desires for individual instructors, within programs, and/or across different units. Instructors are encouraged to use this document to evolve in their teaching practice and as a way to talk about teaching with others.

Teaching observations provide critical insights to an instructor's teaching. When considered alongside student experiences of teaching (e.g., MOCES evaluations) and an instructor's own reflections and goals, these observations help provide a fuller picture of teaching quality at Marquette.

PRE-OBSERVATION ACTIONS

Step 1: Preliminary agreements

Reach out to the instructor to confirm dates and times for any preliminary meetings, class observation(s), and post-observation meeting (if any). Communicate deadline to acquire relevant course and class materials from the instructor.

Step 2: Pre-observation conversation and review of materials

It is not possible in all departments and all situations to schedule a conversation before an observation occurs, but communication between the observer and the instructor should happen in one of the following three ways:

1. Written conversation via email
2. Meeting online (e.g., on Teams)
3. In-person conversation

In this conversation, the instructor should share **relevant information** about the course and provide background and context for what is happening in the class. The instructor should be encouraged to **identify specific issues** they would like the observation to address (e.g., student engagement, pacing of class, effectiveness of learning activities). Regardless of these elements, **the purpose of the observation should be clear and agreed upon by both parties** (e.g., as part of promotion and/or tenure, as being in the regular rotation of teaching observations in the department/college, for formative or other reasons).

Step 3: Pre-observation checklists

What is the instructor's position?

- ☐ Adjunct/Part-time faculty
- ☐ Full-time participating faculty
- ☐ Pre-tenure faculty
- ☐ Tenured faculty
- ☐ Graduate student instructor of record
- ☐ Graduate student teaching assistant (connected to a larger class)
- ☐ Other?

What is the purpose of this observation?

Check all that apply.

- ☐ For promotion consideration
- ☐ Department/Program required observation
- ☐ Instructor request
- ☐ Other?

Please check all that the observer has reviewed in preparation for the observation as relevant:

- ☐ Course syllabus
- ☐ Use of the LMS (e.g., D2L)
- ☐ Sample learning activities (quizzes and exams, writing assignments, projects, discussions, etc.)
- ☐ Instructor-created materials (e.g., slide decks, handouts)
- ☐ Other?

What is the format of the course?

- ☐ In-person
- ☐ Asynchronous online
- ☐ Synchronous online
- ☐ Hybrid (mixture of in-person and online or asynchronous)
- ☐ Other?

If in-person or having an in-person component, which of the following best describes the character of the class being observed? Check all that apply.

- ☐ Instructor designed the class
- ☐ Instructor did not design the class (was designed mainly or wholly by someone else)
- ☐ Individual instructor
- ☐ Co-taught
- ☐ Lecture-based
- ☐ Discussion-based
- ☐ Seminar style
- ☐ Large enrollment course (50+ students)
- ☐ Other?

What kind of class is it? Check all that apply.

- ☐ Core Curriculum
 - ☐ Discovery Tier
 - ☐ 4929
 - ☐ 1929
 - ☐ Foundations [PHIL, ENGL, THEO 1001]
- ☐ Requirement
 - ☐ Major/minor
 - ☐ Elective
 - ☐ In major
 - ☐ Outside major
- ☐ Cross List
 - ☐ Within college
 - ☐ Honors
 - ☐ Disciplinary honors
- ☐ WRIT
- ☐ ESSV I or II
- ☐ Graduate Program
- ☐ Graduate program
- ☐ Between colleges
- ☐ Core honors

Additional pre-observation notes:

TQF-INSPIRED TEACHING OBSERVATION TEMPLATE

Instructions: Please provide written notes for your observation in the spaces provided. Optional checkboxes that provide examples of observable behaviors are also available for each dimension, which can be used as well. Refer to the [Teaching Quality Framework](#) for additional examples and explanation. Note that this observation template focuses on Jesuit values and **DIMENSION #1** and **DIMENSION #2** of the TQF. **DIMENSION #3**, Teaching as an Evolving Practice, appears in the post-observation materials.

Essential Information

Instructor's name:

Observer's name:

Observation date(s):

Course number and time:

Course title/topic and specific topic of class observed:

Jesuit Values Infusing Teaching at Marquette

Which of the following Jesuit values, if any, appear in this instructor's teaching?

- ☐ *Cura Personalis*
- ☐ Recognition of the inherent dignity of the human person
- ☐ The Ignatian Pedagogical Paradigm

Observer notes:

Which general themes, if any, has the instructor asked you to pay special attention to?

- ☐ Course pacing and flow
- ☐ Student engagement and participation
- ☐ Effectiveness of lecture
- ☐ Effectiveness of in-class learning activities
- ☐ Use of classroom facilities (e.g., technology, white/chalkboards, manipulation of desks, etc.)
- ☐ Instructor engagement
- ☐ Workload
- ☐ Quality of assignments
- ☐ Other?

DIMENSION #1: COURSE DESIGN AND INSTRUCTIONAL TECHNIQUES

CURIOSITY: How does the instructor foster curiosity and deep learning in the class?

Observer notes:

OPTIONAL: Check all that apply (this list is not comprehensive):

- ☐ Assessments encourage higher order, integrative, and/or reflective learning
- ☐ Students have a diverse variety of ways to demonstrate their learning
- ☐ Assignments require students to demonstrate complex skills including understanding, application, analysis, synthesis, and evaluation
- ☐ The instructor uses high impact teaching strategies
- ☐ Case studies, real world examples, problem-based learning, and connections to students own lives and learning are used
- ☐ Students have the ability to participate in a range of individual and group activities as relevant and appropriate

EXPERIENCES: How does the instructor prioritize students' experiences as learners and people in their course?

Observer notes:

OPTIONAL: Check all that apply (this list is not comprehensive):

- ☐ The course includes measurable outcomes, activities, assessments, and feedback that work together to support student progress toward course learning goals.
- ☐ The instructor uses principles of transparent design (identifying the purpose, task, and criteria) in assessments.
- ☐ The instructor's syllabus is clear and accessible, including learning objectives, course expectations, and policies and practices related to student success in the course.
- ☐ Course materials (textbooks, online learning materials, use of the LMS) are accessible to students and are used in appropriate ways to support student learning.
- ☐ Assessments are graded and returned in a timely manner with effective instructor feedback.

GROWTH: How does the instructor promote students' growth/growth mindsets in the class?

Observer notes:

OPTIONAL: Check all that apply (this list is not comprehensive):

- ☐ The instructor uses a variety of instructional techniques to reach all students and help students become more agile as learners.
- ☐ Students are encouraged to make use of additional learning opportunities and guidance beyond the class (e.g., office hours, tutoring, academic coaching, resources in the LCSS, mentoring)
- ☐ The instructor reports use of the LMS effectively, providing regular updates and use of tools to support student success (e.g., news items, calendars, etc.).
- ☐ Students are encouraged to make connections between their learning in this class and other elements of their education or lives.
- ☐ The instructor has responded to past student feedback in the design or execution of this course (if applicable).
- ☐ The instructor communicates in a consistent way with students outside of class through the LMS and/or emails and email policies, etc.

FUTURE ORIENTATION: How does the instructor help students prepare for their futures, especially as meaningful contributors to society?

Observer notes:

OPTIONAL: Check all that apply (note that this list is not comprehensive):

- ☐ The content of the class is designed to inform students professionally and/or personally after leaving Marquette.
- ☐ Course activities facilitate students' development in independent thinking, collaborative problem-solving, and/or other critical thinking traits.
- ☐ Students have opportunities to discuss, reflect on, and imagine ways of acting toward a common good in the class.
- ☐ Active learning, project-based learning, service learning, and/or other high impact teaching practices are used.

DIMENSION #2: INCLUSIVE CLASSES AND STUDENT ENGAGEMENT

CURIOSITY: How does the instructor create learning environments that encourage active exploration and inquiry?

Observer notes:

OPTIONAL: Check all that apply (this list is not comprehensive):

- ☐ The classroom environment fosters belonging for all students.
- ☐ There are multiple opportunities to support relationship-building interactions with students in and out of class.
- ☐ Students are at least occasionally encouraged to share their insights and experiences.
- ☐ Active learning strategies are used.
- ☐ Current research and scholarship, when applicable, is used.

EXPERIENCES: How does the instructor recognize students in relation to their lives and contexts?

Observer notes:

OPTIONAL: Check all that apply (this list is not comprehensive):

- ☐ The instructors uses surveys, reflections, assignments, and/or other check-in methods to gauge student understanding.
- ☐ Inclusive and culturally responsive language is used in course materials and the classroom.
- ☐ Students have access to necessary course materials and resources to succeed in class.
- ☐ Students are encouraged to participate in a variety of ways in class.
- ☐ Class cancelations are minimal, and accommodations for missed class time (if any) are clear.
- ☐ The university calendar and its relevant policies are abided.
- ☐ Physical classroom space is used in ways that help students learn to the extent possible.

GROWTH: How does the instructor foster a collaborative learning environment rooted in shared growth and mutual respect?

Observer notes:

OPTIONAL: Check all that apply (this list is not comprehensive):

- ☐ Diverse, evidence-informed teaching methods are used to promote student engagement, collaboration, and self-regulated learning.
- ☐ A positive classroom environment and collaborative learning activities help students learn from each other in this class.
- ☐ Small group work, if used, is intentional, accountable, and clear in terms of expectations and outcomes.
- ☐ Students have opportunities to collaborate across differences.
- ☐ The instructor provides multiple opportunities to demonstrate a growth mindset.
- ☐ The instructor gathers feedback from students throughout the semester.

FUTURE ORIENTATION: How does the instructor demonstrate opportunities for students to thrive at and after Marquette?

Observer notes:

OPTIONAL: Check all that apply (this list is not comprehensive):

- ☐ The instructor challenges students to think critically and beyond their norms.
- ☐ Students are invited to connect coursework to real-world examples, use service learning, or apply their learning in experiential ways.
- ☐ The class connects to enduring themes in Catholic, Jesuit education regarding the pursuit of truth and meeting the needs of the common good.
- ☐ Students reflect on ways that their academic knowledge, skills, and teamwork can contribute to meaningful social progress.
- ☐ The class encourages students to develop scholarly identities that will transfer to helping solve complex challenges post-Marquette.

Concluding comments:

POST-OBSERVATION ACTIONS

Observers should share the completed template and any additional insights from the observation with the instructor within three weeks of observing the class. Ideally, the observer can meet with the instructor to debrief and discuss comments on the following template at an agreed upon time (or over email). That conversation should include highlights from the instructor's teaching in terms of areas of strength and opportunities for growth.

Post-observation conversations align with **DIMENSION #3, TEACHING AS AN EVOLVING PRACTICE**. In these conversations, observers should do the following things:

- 1. Allow the instructor the opportunity to share their perspective on the success of the class session(s) observed.** The instructor may want to explain any particular gaps they or you noticed or reflect on the quality of the session(s) relative to similar courses.
- 2. Give the instructor any necessary immediate feedback.** In some cases, the instructor may want or require immediate feedback, and you may want share your perspective on the success of the class session(s) observed.
- 3. Note any aspects of DIMENSION #3 that you were able to observe and/or that you would like to discuss with the instructor.** Consider engaging in conversations about the ongoing development of instructors' own formations as educators and people at Marquette, especially in relation to the Jesuit values of *cura personalis*, the inherent dignity of the person and the Ignatian Pedagogical Paradigm. Sample questions, connected to each of the four thematic threads include:
 - What are you curious to learn about in your teaching or in teaching generally?
 - What kinds of experiences do you engage in, or would you like to engage in, regarding teaching at Marquette?
 - What kind of feedback and reflection about your teaching is most helpful to you, both from external perspectives and from your own reflection?
 - What kinds of activities do you pursue to learn new teaching methods or about research in higher education?
 - What would be most helpful to you in your teaching practice?
- 4. Note 1-3 observed strengths** in the instructor's teaching and teaching materials.
- 5. Note 1-3 recommendations** for the instructor to continue to evolve in their teaching practice.
- 6. Provide a summary/high-level overview** of this observation process in writing.
- 7. Provide an opportunity for the instructor to respond** to the summary in writing.
- 8. Submit document(s) to appropriate person/place** with both signatures and dates.