

A structured process of orientation and mentoring ensures that New Faculty at Marshall experience a successful launch into their first teaching assignment at USC.

Before the semester...

1. Department chair meets with new faculty and provides model syllabus for their teaching assignment, departmental specific guidelines, and pairs them with a departmental mentor (if applicable introduce to core coordinator).
 - 1.1 Appointed faculty mentors prepare by attending available mentor training (e.g., Marshall or USC-CET workshops) or by consulting with experienced departmental mentors or with Marshall Instructional Coaches.
 - 1.2 Mentors arrange to meet with new faculty as soon as possible to review syllabi, answer procedural questions, review Marshall Teaching Memo, etc.
2. New faculty will be encouraged to attend Marshall's New Faculty Orientation in late August (meet key stakeholders in Marshall, learn about our programs, have the opportunity to connect with other peers, and coaches; topics also include, student characteristics, brief intro to Marshall Learning Goals, best practices for first day of class, pointers to Faculty Development Companion, PT Guidelines, Disability Services and Programs, etc.).
3. Mentors and coaches are available for last minute questions before first day of class.
4. Coaches establish new faculty peer groups, making introductions and encouraging networking (continuing throughout the year).

During the semester...

5. Coaches arrange classroom visitations with all new faculty as feasible, followed by a meeting to debrief.
6. Mentors check in periodically with new faculty, observe sessions as appropriate, and provide feedback and support (incl., guidance to ensure timely submission of mid-term, final grades).
7. Coaches are available for new faculty and/or their mentors on-demand throughout the year for questions about instructional delivery, classroom management, assessment, rubric creation, personal coaching, etc.
8. Coaches discuss with VD for UG and G programs workshop series. Coaches organize workshops.

End of semester/year...

9. At the end of the year, new faculty is invited to attend a debrief luncheon to share their experience and suggestions for improving the experience for new faculty the next year.

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PRE-OBSERVATION CONFERENCE GUIDELINES

Please use this form as a guide for your Pre-Observation Conference. Each faculty member should come to the pre-observation conference having done some thinking about these questions. You'll fill out the forms together, one for the class you are observing and one for the class in which you will be observed. Photocopy your notes so that each of you has a set.

Faculty Instructor: _____

Faculty Observer: _____

Date/time of Conference: _____

Conducting the Pre-Observation Conference

Instructors should bring a copy of the course syllabus, texts, relevant assignments, and other pertinent materials that may be helpful to observers in understanding the objectives, scope, rigor, and general content of the course.

Share with each other such important background information as how long you've been teaching the course that will be observed and how you see the course in the context of the Marshall curriculum.

Discuss the following question:

- ***What teaching techniques or qualities do we want to observe most closely in each other?*** (For example: connecting the class session to past and future course content, setting goals, leading discussion, managing small group activities, explaining key concepts, assessing learning.) These techniques may be ones we are experimenting with, find most challenging, or believe to be most appropriate for to material to be covered.

Review the posted templates provided for various kinds of data collection by the observer: you and your partner may decide to use some combination of the narrative log and narrative prompt forms, checklist forms, or scaled rating forms.

Your planning meeting should cover some specific questions:

What are the goals for the class to be observed?

What teaching/learning activities are planned?

What have students been asked to prepare for this class period?

Will this class be typical of the instructor's teaching style? If not, why?

What does the instructor want to achieve from the observation? Are there particular aspects of the teaching that the observer should focus on?

Given these planned goals and activities for the class and the instructor's personal goals, what form or combination of forms does the instructor want to have the observer use?

Are there other issues or concerns that the instructor would like the observer to be aware of, i.e., relating to the class culture or dynamics?

What does *the observer* want to achieve from the observation?

Before you conclude the pre-observation conference, be sure to confirm logistics: time and place of the observation, where the observer should sit in the classroom, whether or not the observer is expected to interact (i.e., in discussion), how long the class period is and how long the observer will stay.

*Estimated time to review and discuss course materials and the questions above:
60-90 minutes.*

USC Marshall

School of Business

Date:

Mentor name:

Faculty name:

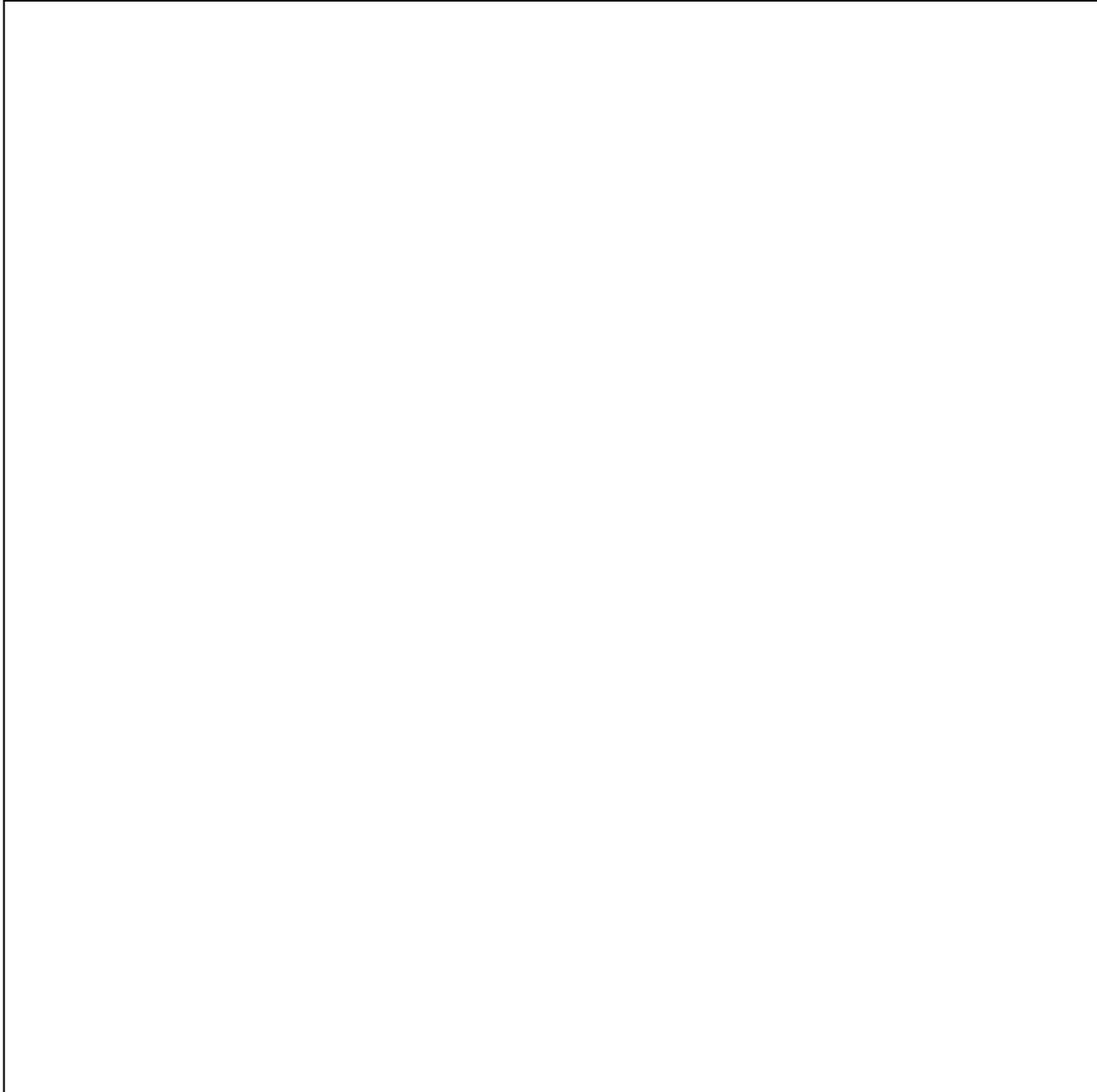
Start & end time:

Course:

Lesson topic:

Number of students in attendance:

Room/space layout:

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1. Behavioral observations

Faculty demeanor at start of class:

Faculty demeanor mid-class:

Faculty demeanor end-class:

Other:

2. Teaching strategy and content observations

Does Faculty deliver an overview of lesson content/how?

Does Faculty use visuals (e.g., Power Point, or other)?

Are the presented materials engaging, informative and audience appropriate?

Does the Faculty succeed in interpreting the subject matter for their audience?

Appropriateness of teaching approach for content:

How well does Faculty respond to student questions?

Does the Faculty engage the students in critical thinking?

Effectiveness of teaching method:

3. Student behavior observations (optional)

Impression of student reactions to Faculty:

Impression of student reaction to content:

The following is an excerpt from the Marshall Faculty Manual 2017, pp. 83-84.

APPENDIX PART B6 Template for In-Class Teaching Evaluation

The following approach is offered to faculty evaluators as a way to structure in-class teaching evaluation. Reviewers should feel free to adapt or modify the structure as appropriate. The most useful evaluations have both quantitative and qualitative dimensions.

1. Quantitative Analysis

Rank the candidate's teaching effectiveness in the following dimensions on a scale of 1 – 5.

	<i>Very poor</i>	<i>Poor</i>	<i>Average</i>	<i>Good</i>	<i>Excellent</i>	<i>Can't evaluate</i>
Knowledge of subject matter	1	2	3	4	5	NA
Class management skills	1	2	3	4	5	NA
Ability to relate to students and handle questions	1	2	3	4	5	NA
Ability to make subject relevant and accessible to students	1	2	3	4	5	NA
Compared to other professors in similar fields, overall ability and teaching quality	1	2	3	4	5	NA

2. Qualitative Analysis

Please write an assessment of no more than two pages with your impressions of the candidate's teaching effectiveness. The following list is provided to give the reviewer some ideas of what to look for while observing the candidate's teaching. Please note that appropriate pedagogies vary with class size, subject matter, etc., so not all of the listed items will be relevant to any particular class.

Mechanics

- Begins and ends class on time
- Ensures that all students can hear questions and answers
- Calls on non-volunteers as well as volunteers
- Invites alternative or additional answers
- Involves a large proportion of the class

Scholarship/Rigor

- Includes applications for problem solving and decision-making
- Distinguishes between fact and opinion, data and interpretation
- Emphasizes ways of solving problems rather than solutions
- Properly emphasizes important points

Structure

- Focuses student attention (by demonstration, activity, questions, etc.) before beginning the lecture proper
- Presents broader framework within which day's topic can be placed and related
- States goals or objectives for class sessions
- Encourages students to examine a variety of points of view before drawing conclusions or making judgments
- Class moves at a comfortable pace for majority of students
- Summarizes discussion periodically
- Draws together contributions of various members of the group in the conclusion
- Summarizes and draws new conceptualizations at end

Classroom Relationships/Interactions

- Calls students by name
- Gives motivational cues
- Shifts easily from presentation mode to questioning or discussion mode
- Provides opportunities for and encourages participation and questions
- Checks to see whether answer has been understood
- Treats questions seriously
- General attentiveness
- Prevents or terminates discussion monopolies
- Encourages and guides critical thinking
- Demonstrates a rapport with students
- Makes it "safe" to speak or to be wrong
- Allow students to respond to one another
- Paraphrases student comments for his own or students' understanding
- Pursues student ideas when they are not clearly expressed
- Prompts with hints, rephrased, or simplified questions
- Asks questions on matters of opinion, where any answer is right
- Asks questions that relate to the experience of the student

Requires student to support answer with evidence or argument

Follows up short or inadequate answers with a probing response that requires student to extend or improve his answer

Accepts and acknowledges all answers (“I see what you mean” or by reflecting, clarifying, or summarizing).

Encourages students to evaluate class answers (what would happen if you did it that way?)