The CTL Observation Form was designed to include teaching characteristics and indicators that specifically express the campus and the center’s commitment to diversity, equity, and inclusion. These specific teaching characteristics and indicators are denoted by an asterisk (\*).

The goals and context of this observation and observation report were discussed beforehand in a meeting between the observer and the faculty member.

Classroom Observation Form

**Date of observation:**

Observer name:

# Course Information

Course name:

Instructor name:

Session topics:

Course Level: Fresh. [ ]  Soph. [ ]  Jr. [ ]  Sr. [ ]  Grad. [ ]

Number of students present/class size:

Course syllabus includes:

[ ]  Profiles of Learning for Undergraduate Success (undergraduate course)

[ ]  Principles of Graduate and Professional Learning (graduate and professional course)

[ ]  Disciplinary and/or accreditation body competencies

[ ]  Learning Objectives

# Class setting

Class duration:

Classroom arrangement:

Instructional formats observed (Check all that apply.)

[ ]  Lecture Only (Lecture with only occasional student participation)

[ ]  Interactive Lecture (Lecture with periodic planned opportunities for student interaction with content)

[ ]  Discussions/Group Activities (Group work or discussion, along with occasional lecture)

[ ]  Activity-based instruction

[ ]  Laboratory

[ ]  Studio

[ ]  Clinic

# Teaching characteristics and indicators

1. **Learning Objectives and Alignment** - Instructor conveyed class objectives clearly.

[ ]  Connected objective to previous class objectives

[ ]  Connected objectives to future class objectives

[ ]  Connected objectives to class activities

[ ]  Delivered content (or conducted activities) relevant to the objectives (if observer is a subject matter expert)

1. **Planning and Organization** – Instructor carefully designed class session plan.

[ ] Connected concepts, activities, and/or skills from prior class meetings

[ ]  Articulated the purpose and value of concepts, activities, and/or skills

[ ]  Selected tools and technologies that are accessible for all students (e.g., technologies can be used with different types of devices, and by students with disabilities)\*

[ ]  Used a concluding activity or summary to close the class meeting

[ ]  Offered multiple ways in which students engaged in the class session (e.g., verbal, written, small group, peer learning)\*

[ ]  Activity design ensures participation of all students \*

[ ]  Selected strategies aligned with stated objectives (e.g., discussion, debate, problem-solving, data analysis, practicing clinical skills, experimentation, peer review/critique)

[ ]  Selected examples to convey and/or elicit diverse perspectives, situations, and experiences\*

1. **Implementation of Class Session Plan** - Instructor implemented class session plan appropriately to achieve stated objectives.

[ ]  Paced instruction appropriately to give students time to process learning and ask questions, and/or discuss

[ ]  Used tools and technologies effectively to facilitate learning activities to achieve objectives

[ ]  Referenced class policies, assignments, schedule and due dates as appropriate

[ ]  Modeled delivery of constructive and developmental feedback

[ ]  Effectively transitioned from one concept (or activity, or skill) to another

[ ]  Managed time effectively to pursue stated objectives

1. **Facilitation of Learning** - The instructor effectively facilitated classroom activities.

 [ ]  Stated and reminded students of the objectives of the activities

[ ]  Explained activities process and expected deliverables

[ ]  Monitored progress and productivity of activities

[ ]  Encouraged all students to contribute and participate\*

 [ ] Encouraged student engagement with peers

[ ] Encouraged student engagement with instructor

[ ]  Prompted students to use prior knowledge to interpret new class information

[ ]  Asked questions to promote students’ critical thinking skills

[ ]  Encouraged students to develop emergent thinking into productive contributions (e.g., using language that promotes growth mindset, rephrasing questions, etc.)

[ ]  Encouraged students to make connections between course content and their own identities and lived experiences\*

[ ]  Discussed study strategies that seemed appropriate for learning goals

[ ]  Discussed study strategies that addressed the diverse learning/readiness levels\*

[ ]  Invited students to share and consider diverse perspectives\*

[ ] [ ] **Learning Environment** – The instructor promoted positive instructor-student and student-student engagement.

[ ]  Fostered an inclusive and equitable learning environment (e.g., set and referenced ground rules, managed the “air time” of self and students, addressed critical incidents such as microaggressions)\*

[ ]  Instructor made an effort to communicate clearly at a volume level that was audible at the back of the room\*

[ ]  Made an effort to interact with all students\*

[ ]  Demonstrated respect in responding to students (e.g., calling on students using their names and pronouns, answered questions, addressed requests for clarification)\*

[ ]  Modeled respect for diverse points of view\*

1. **Assessment of Learning** – The instructor gathered data to assess student learning.

[ ]  Used low-stakes assessment tied to learning goals to check student understanding and provide appropriate feedback that was not limited to subset of students (e.g., minute paper, poll, debrief, peer critique)

[ ]  Used low-stakes assessments in multiple modalities (e.g., speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video)\*

[ ]  Connected low-stakes assessments to high-stakes assessments when applicable

[ ]  Guided students to reflect on their learning based on class activities

[ ]  Gathered formal or informal feedback from students (e.g., about the class session, learning activities, points for clarification, etc.)\*

1. **Student Engagement** – The students appeared engaged in their learning.

[ ]  Most students engaged in class activities (e.g., taking notes, discussions, labs, group work)

[ ]  Students interacted with instructor and each other respectfully\*

[ ]  Students appeared comfortable asking questions to clarify understanding

# Summary

## Strengths

## Opportunities for Improvement and Recommendations