



## Classroom Observation Form

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**Date of Observation:**

**Instructor Name:**

**Instructor Signature**

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**Observer Name:**

**Observer Signature**

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**Course Name:**

**Session Topic(s):**

**Course Level:** Fresh. \_\_\_ Soph. \_\_\_ Jr. \_\_\_ Sr. \_\_\_ Grad. \_\_\_\_\_

**Number of Students Present/Class Size:**

**Course Syllabus Includes:** Profiles of Learning for Undergraduate Success (undergraduate course): \_\_\_\_\_ **Learning Outcomes:** \_\_\_\_\_

**Classroom Arrangement:**

**Instructional Format(s) 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)*

Active Learning Only

*(Activity-based instruction with no lecture)*

**Summary of the instructor's strengths, areas to improve, and suggested recommendations**

Strengths:

Areas to Improve:

Specific Recommendations:

Characteristics Observed	Indicators
<b>1. Instructor conveyed class objectives clearly.</b>	<input type="checkbox"/> Connected objectives to previous class objectives <input type="checkbox"/> Connected objectives to future class objectives <input type="checkbox"/> Connected objectives to class activities
<b>2. Instructor organized presentation carefully.</b>	<input type="checkbox"/> Identified discrete topics <input type="checkbox"/> Transitioned from one topic to another effectively <input type="checkbox"/> Foregrounded important concepts <input type="checkbox"/> Used a concluding activity or summary to provide closure to the class session
<b>3. Instructor communicated clearly with students.</b>	<input type="checkbox"/> Spoke at appropriate volume <input type="checkbox"/> Speech was understandable <input type="checkbox"/> Spoke at appropriate pace <input type="checkbox"/> Spoke with proper modulation <input type="checkbox"/> Used appropriate gestures and expressions <input type="checkbox"/> Maintained eye contact with students <input type="checkbox"/> Communicated with authority <input type="checkbox"/> Enforced class policies as needed
<b>4. Instructor used effective instructional strategies for achieving the session goals.</b>	<input type="checkbox"/> Delivered content relevant to the session learning goals <input type="checkbox"/> Prompted students to use prior knowledge to interpret new class information <input type="checkbox"/> Modeled skills and techniques aligned with learning goals (e.g., problem-solving, data analysis, disciplinary thinking, etc.) <input type="checkbox"/> Asked complex questions to promote critical thinking <input type="checkbox"/> Paraphrased/rephrased ideas when appropriate <input type="checkbox"/> Used examples to convey principles <input type="checkbox"/> Applied concepts to relevant real-world problems <input type="checkbox"/> Paced learning appropriately <input type="checkbox"/> Used techniques appropriate to class size
<b>5. Instructor demonstrated purposeful and effective integration of technology.</b>	<input type="checkbox"/> Selected technologies appropriate to instructional strategies <input type="checkbox"/> Used technology that did not needlessly distract from or burden learning
<b>6. The instructor facilitated classroom activities effectively (e.g., discussion, Q&amp;A, group work)</b>	<input type="checkbox"/> Reinforced purpose of activity in the context of learning goals <input type="checkbox"/> Explained activity process and expected deliverables clearly <input type="checkbox"/> Monitored progress and productivity of activity <input type="checkbox"/> Assessed activity outcomes
<b>7. Instructor encouraged effective collaborative learning.</b>	<input type="checkbox"/> Oriented students to collaborative learning <input type="checkbox"/> Ensured that all students contributed <input type="checkbox"/> Fostered inclusive environment <input type="checkbox"/> Provided feedback
<b>8. Instructor encouraged student interaction (with each other and the instructor).</b>	<input type="checkbox"/> Invited student participation <input type="checkbox"/> Paused for students to think and respond <input type="checkbox"/> Listened to students <input type="checkbox"/> Fostered respect for diverse points of view

	<input type="checkbox"/> Facilitated peer interaction
<b>9. Instructor responded to classroom developments appropriately.</b>	<input type="checkbox"/> Demonstrated respect in responding to students <input type="checkbox"/> Responded to need for clarification or suggestion of new idea <input type="checkbox"/> Used positive reinforcement <input type="checkbox"/> Helped students develop weak or non-responses into productive contributions <input type="checkbox"/> Handled disruptive student behavior appropriately
<b>10. Instructor assessed student learning.</b>	<input type="checkbox"/> Used formative assessments tied to learning goals to check student understanding and provide appropriate feedback <input type="checkbox"/> Asked students to reflect on their learning based on class activities
<b>11. Students responded appropriately to instruction.</b>	<input type="checkbox"/> Remained engaged in class activities (e.g., discussions, labs, group work) <input type="checkbox"/> Interacted with instructor and each other respectfully <input type="checkbox"/> Asked questions to clarify understanding <input type="checkbox"/> Interacted with one another appropriately
<b>12. Instructor appeared knowledgeable of the content area.</b> <i>(To be addressed only if observer is a content expert.)</i>	
<b>13. Instructor discussed study strategies that seemed appropriate for learning goals.</b>	