



Classroom Observation Form

Date of Observation:

Instructor Name:

Instructor Signature

Observer Name:

Observer Signature

Course Name:

Session Topic(s):

Course Level: Fresh. ____ Soph. ____ Jr. ____ Sr. ____ Grad. ____

Number of Students Present/Class Size:

Course Syllabus Includes: PULs (undergraduate course): ____ Learning Outcomes ____

Classroom Arrangement:

Primary Instructional Format(s) Observed:

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
1. Instructor conveyed class objectives clearly.	<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
2. Instructor organized presentation carefully.	<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
3. Instructor communicated clearly with students.	<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
4. Instructor used effective instructional strategies for achieving the session goals.	<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
5. Instructor demonstrated purposeful and effective integration of technology.	<input type="checkbox"/> Selected technologies appropriate to instructional strategies <input type="checkbox"/> Used technology that did not needlessly distract from or burden learning
6. The instructor facilitated classroom activities effectively (e.g., discussion, Q&A, group work)	<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
7. Instructor encouraged effective collaborative learning.	<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
8. Instructor encouraged student interaction (with each other and the instructor).	<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

9. Instructor responded to classroom developments appropriately.	<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
10. Instructor assessed student learning.	<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
11. Students responded appropriately to instruction.	<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
12. Instructor appeared knowledgeable of the content area. <i>(To be addressed only if observer is a content expert.)</i>	
13. Instructor discussed study strategies that seemed appropriate for learning goals.	