****

**CLASSROOM OBSERVATION (Form B)**

Faculty Observed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rank\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Observation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Observed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Classroom Teaching Observation**

Rating scale (1 = very poor, 2 = weak, 3 = average, 4 = good, 5 = excellent, NA = not applicable)

**CONTENT**

Main ideas are clear and specific 1 2 3 4 5 (Excellent)

Sufficient variety in supporting information 1 2 3 4 5

Relevancy of main ideas was clear 1 2 3 4 5

Higher order thinking was required 1 2 3 4 5

Instructor related ideas to prior knowledge 1 2 3 4 5

Definitions were given for vocabulary 1 2 3 4 5

**ORGANIZATION**

Introduction captured attention 1 2 3 4 5 (Excellent)

Introduction stated organization of lecture 1 2 3 4 5

Effective transitions (clear w/summaries) 1 2 3 4 5

Clear organizational plan 1 2 3 4 5

Concluded by summarizing main ideas 1 2 3 4 5

Reviewed by connecting to previous classes 1 2 3 4 5

Previewed by connecting to future classes 1 2 3 4 5

**INTERACTION**

Instructor questions at different levels 1 2 3 4 5 NA

Sufficient wait time 1 2 3 4 5 NA

Students asked questions 1 2 3 4 5 NA

Instructor feedback was informative 1 2 3 4 5 NA

Instructor incorporated student responses 1 2 3 4 5 NA

Good rapport with students 1 2 3 4 5 NA

**VERBAL/NON-VERBAL**

Language was understandable 1 2 3 4 5 (Excellent)

Articulation and pronunciation clear 1 2 3 4 5

Absence of verbalized pauses (er, ah, etc.) 1 2 3 4 5

Instructor spoke extemporaneously 1 2 3 4 5

Accent was not distracting 1 2 3 4 5 NA

Effective voice quality 1 2 3 4 5

Volume sufficient to be heard 1 2 3 4 5

Rate of delivery was appropriate 1 2 3 4 5

Effective body movement and gestures 1 2 3 4 5

Eye contact with students 1 2 3 4 5

Confident & enthusiastic 1 2 3 4 5

**USE OF MEDIA**

Overheads/chalkboard content clear

& well organized 1 2 3 4 5 NA

Visual aids can be easily read 1 2 3 4 5 NA

Instructor provided an outline/handouts 1 2 3 4 5 NA

Computerized instruction effective 1 2 3 4 5 NA

**SPECIAL CLASSIFICATION NOTES:**

**STRENGTHS:** (e.g. metacurriculum, use of comparisons & contrasts, positive feedback, opportunity provided for student questions)

**WEAKNESSES:** (e.g. unable to answer student questions, overall topic knowledge, relevance of examples, etc.)

**OVERALL EFFECTIVENESS RATING** 1 2 3 4 5

Date of Conference: Observer Signature: