**EE400D (Teaching Engineering): Classroom Observation**

Faculty/Instructor: Date/Time of Observation:

Observer:

Course Number (Course Title):

Format Observed (Lecture, Lab, Quiz Section):

Number of Students Enrolled: Number of Students Attending:

**Instructions**

*This observation worksheet contains both close-ended (Likert Scale) questions and open-ended (descriptive) questions regarding what the instructor is doing during the observed time period (session) and what the students are doing. Not all behaviors or activities are covered in the close-ended questions; those activities that are not included in the close-ended questions can be integrated into the open-ended questions. Please highlight your answers in a different, but legible color, minimize white space, and provide clean and consistent formatted in the completed observation.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| During the Observed Session: | Not at All | Somewhat | Satisfactory | Outstanding |
| The instructor provides objectives for the class session (written, verbal, or both). |  |  |  |  |
| The instructor relates the session content to learning outcomes for the course. |  |  |  |  |
| The instructor uses visual aids that are clear, organized, and relevant. |  |  |  |  |
| The instructor uses practical, “real-world” examples to support teaching. |  |  |  |  |
| The instructor refers to the relevant portions of the textbook, reading, or other supplement. |  |  |  |  |
| The instructor uses humor effectively to promote student engagement and rapport. |  |  |  |  |
| The instructor answers questions well and demonstrates knowledge of the subject. |  |  |  |  |
| The instructor shows clear interest or enthusiasm in teaching. |  |  |  |  |
| The instructor uses student names. |  |  |  |  |
| The instructor asks specific questions. |  |  |  |  |
| The instructor pauses after asking a question. |  |  |  |  |
| The instructor asks questions of students that result in responses from students. |  |  |  |  |
| The instructor changes gears periodically from one style of teaching to another. |  |  |  |  |
| The instructor engages students periodically through think/pair/share, problem solving, or other active learning exercises. |  |  |  |  |
| The instructor uses guided notes. |  |  |  |  |
| The instructor involves students periodically in what is to be covered during the session. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| During the Observed Session: | Not at All | Somewhat | Satisfactory | Outstanding |
| The instructor uses more than one way to explain problems or concepts. |  |  |  |  |
| The opening of the class session gets students’ attention. |  |  |  |  |
| The instructor provides a summary of what has been covered and accomplished at the end of the observed session. |  |  |  |  |
| The instructor provides a preview of the next session or ideas of what to consider for the next class at the end of the observed session. |  |  |  |  |
| The instructor could be easily heard. |  |  |  |  |
| The instructor moves around in the classroom and refrains from standing/sitting in one place. |  |  |  |  |
| The instructor uses analogies or metaphors to relate the concepts to students’ experience. |  |  |  |  |
| The instructor emphasizes key points throughout the observed session. |  |  |  |  |
| The instructor makes eye contact with students. |  |  |  |  |
| The instructor uses open (not closed) body language during the observed session. |  |  |  |  |
| The instructor engages in behaviors that develop rapport and trust with the students. |  |  |  |  |
| The instructor relates the material/concepts to personal or societal concerns. |  |  |  |  |
| The instructor is available before class. |  |  |  |  |
| The instructor is available after class. |  |  |  |  |

What types of visual aids (dry-erase board, chalkboard, powerpoint, etc) does the instructor use during the observed session? How are these visual aids used?

In your opinion, what was the best/most effective teaching moment observed in this session?

In your opinion, what was the most unique teaching moment observed in this session?

In an organized paragraph with complete sentences, describe what the instructor did throughout the session (150-250 words).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| During the Observed Session: | None (0%) | Few (<10%) | Some (10-30%) | Many (30-50%) | Most (> 50%) |
| Students maintain attention toward the instructor (for example – eye contact). |  |  |  |  |  |
| Students remain awake and alert during the observed session. |  |  |  |  |  |
| Students are using their cell phones or other electronic devices in activities unrelated to class. |  |  |  |  |  |
| Students are over one minute late to class. |  |  |  |  |  |
| Students pack up early at the end of class. |  |  |  |  |  |
| Students are reading the newspaper or doing other non-electronic activities unrelated to class. |  |  |  |  |  |
| Students interact with the instructor before class. |  |  |  |  |  |
| Students interact with the instructor after class. |  |  |  |  |  |
| Students initiate questions. |  |  |  |  |  |
| Students respond to questions posed by the instructor. |  |  |  |  |  |
| Students ask follow up questions. |  |  |  |  |  |
| Students participate in class when asked to do so by the instructor. |  |  |  |  |  |
| Students are taking notes. |  |  |  |  |  |

In your opinion, how would you best describe students’ interest in the observed session?

In your opinion, how would you best describe students’ affect (emotion) in the observed session?

In an organized paragraph with complete sentences, describe what the students were doing during the observed session (150-250 words).

Are there any items that you believe should be added to this classroom observations worksheet? If so, please describe.