

Classroom Observation Forms

Classroom Observations can be focused on a wide variety of topics. Here are some suggestions on how you can use these forms to both brainstorm what sorts of concepts to include in observations, and to focus your observations.

- Try using a different form each time you observe a class, either at UA, in a MOOC, or by watching a separate online lecture. You may choose to just use one or two pages of some of the longer forms, and focus on particular areas of interest (for example, just sections on teacher-student rapport or teaching strategies).
- Try using different types of forms for the same style of class (one open ended, one a checklist, for example).
- Try using the same form on two very different classes (maybe an undergraduate statistics class and an advanced engineering class).
- Review the forms and choose one in advance of your observation. Leave yourself time to read it through somewhat thoroughly so you can still focus on the class during the observation.
- If possible, leave yourself twenty to thirty minutes after your observation to fill in your form and reflect, in the case that your form is too complex to fill in while observing.

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Classroom Observation Form Open Ended – (Form A)

Faculty_____

Date of Observation_____

Peer Observer_____

This form, adapted from the Community College of Aurora's Mentor Program Handbook and Staffordshire University's "Guidelines for the Observation of Teaching," provides 10 areas for observation. Each area includes prompts regarding what should be observed.

1. **Development of learning objectives:**

- Are objectives for the class given verbally, written, or not at all?
- Are specific instructional outcomes used?
- Are objectives discussed at the end of class?

2. **Selection and use of instructional materials:**

- Do films, websites, and other audiovisual materials have a clear purpose?
- Are handouts appropriate in number and subject?
- Since the text may be pre-selected, does instructor give help with reading or using the text, if necessary?

3. **Educational climate for learning:**

- Are students AND teacher interested and enthusiastic?
- Does the instructor use student names?
- Is humor used appropriately?
- Does instructor not embarrass or belittle students in any way?
- Is the atmosphere of the classroom participative?
- Did the instructor have eye contact with students?

4. **Variety of instructional activities:**

- Does timing of classroom activities consider attention spans?
- Does instructor involve students in deciding what issues to discuss?

5. **Preparation for class session:**

- Provide examples that show preparation by instructor.
- Do students know what preparation (reading or other assignments) they should have completed prior to class?

6. **Instructional methods:**
 - List *instructor* activities.
 - Did the opening gain the class's attention? Did it establish rapport?
 - Did the opening outline the topic and purpose of the lecture?
 - Is the delivery paced to students' needs?
 - Does the instructor introduce topic, state goals, present material or activity effectively, summarize, and give assignment or suggest an idea to consider before the next class?
 - Could the instructor be seen and heard?
 - Were key points emphasized?
 - Were explanations clear to students?
 - Were examples, metaphors, and analogies appropriate?
 - Was the lecture stimulating and thought provoking?
7. **Opportunity for student participation:**
 - List *students'* activities.
 - Does instructor encourage students to summarize and add to other' summaries?
 - Does instructor help quieter students interact with others?
8. **Individualization of instruction:**
 - Are the emotional, physical, and intellectual needs of students met?
 - Does the instructor prompt awareness of students' prior learning and experiences?
 - Does the instructor offer "real world" application?
 - Is the instructor available before or after class?
 - Does the instructor relate class to course goals, students' personal goals, or societal concerns?
9. **Responsiveness to student feedback:**
 - Is the instructor paying attention to cues of boredom and confusion?
 - Does the instructor encourage or discourage questions (dissension)?
 - Does the instructor provide students opportunity to mention problems/concerns with the class, either verbally or in writing?
10. **Learning difficulties:**
 - Does a student need assistance for a temporary or permanent disability?
 - Are one or more students not motivated or unable to follow the class?
 - Does the instructor show favoritism?
 - Are students able to see visual aids?
 - Does one group dominate discussion and hinder others' participation?

Classroom Observation Form

Scale — (Form C)

Faculty _____ Date of Observation _____

Peer Observer _____

NOTE:

This form, adapted from the Community College of Aurora's Mentor Program Handbook and Staffordshire University's "Guidelines for the Observation of Teaching," provides 10 areas for observation. Each area includes prompts regarding what should be observed.

Development of learning objectives:

Are objectives for the class given verbally, written, or not at all?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Are specific instructional outcomes used?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Are objectives discussed at the end of class?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Selection and use of instructional materials:

Do films, websites, and other audiovisual materials have a clear purpose?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Are handouts appropriate in number and subject?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Since the text may be pre-selected, does instructor give help with reading or using the text if necessary?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Educational climate for learning:

Are students AND teacher interested and enthusiastic?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Does the instructor use student names?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Is humor used appropriately?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Does instructor not embarrass or belittle students in any way?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Is the atmosphere of the classroom participative?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Did the instructor have eye contact with students?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Variety of instructional activities:

Does timing of classroom activities consider attention spans?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Does instructor involve students in deciding what issues to discuss?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Preparation for class session:

Provide examples that show preparation by instructor:

Do students know what preparation (reading or other assignments they should have completed prior to class?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Instructional methods:

List *instructor* activities:

Did the opening gain the class' attention? Did it establish rapport?

Not Demonstrated *Needs Improvement* *Satisfactory* *Outstanding* *N/A*

Did the opening outline the topic and purpose of the lecture?

Not Demonstrated *Needs Improvement* *Satisfactory* *Outstanding* *N/A*

Is the delivery paced to students' needs?

Not Demonstrated *Needs Improvement* *Satisfactory* *Outstanding* *N/A*

Does the instructor introduce topic, state goals, present material or activity effectively, summarize, and give assignment or suggest an idea to consider before next class?

Not Demonstrated *Needs Improvement* *Satisfactory* *Outstanding* *N/A*

Could the instructor be seen and heard?

Not Demonstrated *Needs Improvement* *Satisfactory* *Outstanding* *N/A*

Were key points emphasized?

Not Demonstrated *Needs Improvement* *Satisfactory* *Outstanding* *N/A*

Were explanations clear to students?

Not Demonstrated *Needs Improvement* *Satisfactory* *Outstanding* *N/A*

Were examples, metaphors, and analogies appropriate?

Not Demonstrated *Needs Improvement* *Satisfactory* *Outstanding* *N/A*

Was the lecture stimulating and thought provoking?

Not Demonstrated *Needs Improvement* *Satisfactory* *Outstanding* *N/A*

Opportunity for student participation:

List *students'* activities:

Does instructor encourage students to summarize and add to others' summaries?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Does instructor help quieter students interact with other?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Individualization of instruction:

Are the emotional, physical, and intellectual needs of students met?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Does the instructor prompt awareness of students' prior learning and experience?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Does the instructor offer "real world" applications?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Is the instructor available before or after class?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Does the instructor relate class to course goals, students' personal goals, or societal concerns?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Responsiveness to student feedback:

Is the instructor paying attention to cues of boredom, confusion?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Does the instructor encourage or discourage questions (dissension)?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Does the instructor provide students opportunity to mention problems/concerns with the class, either verbally or in writing?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Learning difficulties:

Does a student need assistance for a temporary or permanent disability?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Are one or more students not motivated or unable to follow the class?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Does the instructor show favoritism?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Are students able to see visual aids?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Does one group dominate discussion and hinder others' participation?

Not Demonstrated Needs Improvement Satisfactory Outstanding N/A

Classroom Observation Worksheet

Instructor _____ **Course** _____
Date _____ **Observer** _____

Directions: Below is a list of instructor behaviors that may occur within a given class or course. Please use it as guide to making observations, not as a list of required characteristics. When this worksheet is used for making improvements to instruction, it is recommended that the instructor highlight the areas to be focused on before the observation takes place.

Respond to each statement using the following scale:

<i>Not observed</i>	<i>More emphasis recommended</i>	<i>Accomplished very well</i>
1	2	3

Circle the number at the right that best represents your response. Use the comment space below each section to provide more feedback or suggestions.

Content Organization	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
1. Made clear statement of the purpose of the lesson	1	2	3
2. Defined relationship or this lesson to previous lessons	1	2	3
3. Presented overview of the lesson	1	2	3
4. Presented topics with a logical sequence	1	2	3
5. Paced lesson appropriately			
6. Summarized major points of lesson	1	2	3
7. Responded to problems raised during lesson	1	2	3
8. Related today's lesson to future lessons	1	2	3

Comments:

Presentation	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
9. Projected voice so easily heard	1	2	3
10. Used intonation to vary emphasis	1	2	3
11. Explained ideas with clarity	1	2	3
12. Maintained eye contact with students	1	2	3
13. Listened to student questions & comments	1	2	3
14. Projected nonverbal gestures consistent with intentions	1	2	3
15. Defined unfamiliar terms, concepts, and principles	1	2	3
16. Presented examples to clarify points	1	2	3
17. Related new ideas to familiar concepts	1	2	3
18. Restated important ideas at appropriate times	1	2	3
19. Varied explanations for complex and difficult material	1	2	3
20. Used humor appropriately to strengthen retention & interest	1	2	3
21. Limited use of repetitive phrases & hanging articles	1	2	3

Comments:

Instructor-Student Interactions	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
22. Encouraged student questions	1	2	3
23. Encouraged student discussion	1	2	3
24. Maintained student attention	1	2	3
25. Asked questions to monitor students' progress	1	2	3
26. Gave satisfactory answers to student questions	1	2	3
27. Responded to nonverbal cues of confusion, boredom, & curiosity	1	2	3
28. Paced lesson to allow time for note taking	1	2	3
29. Encouraged students to answer difficult questions	1	2	3
30. Asked probing probing questions when student answer was incomplete	1	2	3
31. Restated questions and answers when necessary	1	2	3
32. Suggested questions of limited interest to be handled outside of class	1	2	3

Comments:

**Instructional Materials
and Environment***Not observed More emphasis**Accomplished very well*

33. Maintained adequate classroom facilities	1	2	3
34. Prepared students for the lesson with appropriate assigned readings	1	2	3
35. Supported lesson with useful classroom discussions and exercises	1	2	3
36. Presented helpful audio-visual materials to support lesson organization & major points	1	2	3
37. Provided relevant written assignments	1	2	3

Comments:

Content Knowledge and Relevance	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
38. Presented material worth knowing	1	2	3
39. Presented material appropriate to student knowledge & background	1	2	3
40. Cited authorities to support statements	1	2	3
41. Presented material appropriate to stated purpose of the course	1	2	3
42. Made distinctions between fact & opinion	1	2	3
43. Presented divergent viewpoints when appropriate	1	2	3
44. Demonstrated command of subject matter	1	2	3

Comments:

45. What overall impressions do you think students left this lesson with in terms of content or style?

46. What were the instructor's major strengths as demonstrated in this observation?

47. What suggestions do you have for improving upon this instructor's skills?

A Made-to-Order Form for Instructional Observation (Peer Version)

ORGANIZATION

- ☐ Begins class on time in an orderly, organized fashion
- ☐ Previews lecture/discussion content
- ☐ Clearly states the goal or objective for the period
- ☐ Reviews prior class material to prepare students for the content to be covered
- ☐ Provides internal summaries and transitions
- ☐ Does not digress often from the main topic
- ☐ Summarizes and distills main points at the end of class
- ☐ Appears well-prepared for class

PRESENTATION

- ☐ Incorporates various instructional supports like slides, films, diagrams, etc.
- ☐ Uses instructional support effectively
- ☐ Responds to changes in student attentiveness
- ☐ Uses a variety of spaces in the classroom from which to present material (i.e., does not “hide” behind the podium)
- ☐ Blackboard writing is large and legible
- ☐ Speech fillers, (for example, “OK, ahm”) are not distracting
- ☐ Speaks audibly and clearly
- ☐ Uses gestures to enhance meaning and not to release nervous tension (repetitive gestures tend to do the latter)
- ☐ Communicates a sense of enthusiasm and excitement toward the content
- ☐ Use of humor is positive and appropriate
- ☐ Presentation style facilitates note-taking
- ☐ Speech is neither too formal nor too casual
- ☐ Establishes and maintains eye contact with students
- ☐ Talks to the students, not the board or windows
- ☐ Varies the pace to keep students alert
- ☐ Selects teaching methods appropriate for the content

RAPPORT

- ☐ Praises students for contributions that deserve commendation
- ☐ Solicits student feedback
- ☐ Requires student thought and participation
- ☐ Responds constructively to student opinions
- ☐ Knows and uses student names
- ☐ Does not deprecate student ignorance or misunderstanding
- ☐ Responds to students as individuals
- ☐ Treats class members equitably
- ☐ Listens carefully to student comments and questions
- ☐ Tailors the course to help many kinds of students
- ☐ Recognizes when students do not understand
- ☐ Encourages mutual respect among students
- ☐ Credibility and control
- ☐ Responds to distractions effectively yet constructively
- ☐ Uses authority in classroom to create an environment conducive to learning
- ☐ Speaks about course content with confidence and authority
- ☐ Is able to admit error and/or insufficient knowledge
- ☐ Respects constructive criticism

CONTENT

- ☐ Includes illustrations
- ☐ Selects examples relevant to student experiences and course content
- ☐ Integrates text material into class presentations
- ☐ Relates current course content to what's gone before and will come after
- ☐ Relates current course content to students' general education
- ☐ Makes course content relevant with references to "real world" applications
- ☐ Presents views other than own when appropriate
- ☐ Seeks to apply theory to problem-solving
- ☐ Explicitly states relationships among various topics and facts/theory
- ☐ Explains difficult terms, concepts, or problems in more than one way
- ☐ Presents background of ideas and concepts
- ☐ Presents pertinent facts and concepts from related fields
- ☐ Presents up-to-date developments in the field
- ☐ Relates assignments to course content
- ☐ Clearly organizes assignments
- ☐ Carefully explains assignments

INTERACTION

- ☐ Encourages student questions, involvement, and debate
- ☐ Answers student questions clearly and directly
- ☐ Uses rhetorical questions to gain student attention
- ☐ Gives students enough time to respond to questions
- ☐ Refrains from answering own questions
- ☐ Responds to wrong answers constructively
- ☐ Allows ample time for questions
- ☐ Encourages students to respond to each other's questions
- ☐ Encourages students to answer difficult questions by providing cues and encouragement
- ☐ Allows relevant student discussion to proceed uninterrupted
- ☐ Presents challenging questions to stimulate discussion
- ☐ Respects diverse points of view

ACTIVE LEARNING (LABS, PE ACTIVITIES, ETC.)

- ☐ Clearly explains directions or procedures
- ☐ Clearly explains the goal of the activity
- ☐ Has readily available materials and equipment necessary to complete the activity
- ☐ Allows opportunity for individual expression
- ☐ Provides practice time
- ☐ Gives prompt attention to individual problems
- ☐ Provides individuals constructive verbal feedback
- ☐ Careful safety supervision is obvious
- ☐ Allows sufficient time for completion
- ☐ Provides enough demonstrations
- ☐ Demonstrations are clearly visible to all students
- ☐ If the discovery method is employed, schedules time for discussion of results
- ☐ Required skills are not beyond reasonable expectations for the course and/or students
- ☐ Provides opportunities for dialogue about the activity with peers and/or the instructor
- ☐ Allocates sufficient clean-up time within the class session

CLASSROOM PEER OBSERVATION

Instructor: _____ Date: _____
 Course/Institution: _____ Observer: _____

Directions: Below is a list of effective teaching behaviors that may occur during a class. This form is to be used as a guide, not a list of teaching requirements. We recommend that the instructor and observer use this list prior to the observation as a basis to discuss/highlight selected areas on which to focus.

* **Bold indicates research-based effective teacher characteristics.**

ORGANIZATION	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Arrives early to class (may chat with learners before class): <input type="checkbox"/> Begins class on time in an organized manner: <input type="checkbox"/> Arranges materials/information before class: <input type="checkbox"/> Shares session agenda/outline with class: <input type="checkbox"/> Clearly states session objective and significance of objective/activities (& periodically overall course objective) with class: <input type="checkbox"/> Reviews prior class material to prepare class for <input type="checkbox"/> Clearly demonstrates transition from one topic/activity to the next: <input type="checkbox"/> Periodically summarizes material addressed during class session: <input type="checkbox"/> Adapts smoothly to back-up plan when necessary (uses board etc., if overhead malfunctions, addresses misunderstandings, provides further application activities, if needed): <input type="checkbox"/> Ends class on time: <input type="checkbox"/> Reminds students of assignments, tests, projects etc.: <input type="checkbox"/> Summarizes main points at the end of class: <input type="checkbox"/> Appears well-prepared for class (has materials/equipment available and organized): <input type="checkbox"/> Organizes lecture/strategies so students can easily take notes: <input type="checkbox"/> Frequently checks student understanding:				

CLARITY	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Provides examples of each concept: <input type="checkbox"/> Uses concrete examples to explain: <input type="checkbox"/> Concretely defines/explains difficult or unfamiliar terms (or directions or procedures etc.): <input type="checkbox"/> Clearly explains relationships among topics/facts/theories, etc.: <input type="checkbox"/> Repeats challenging/unfamiliar info: <input type="checkbox"/> Remains focused when answering questions (sticks to main topic): <input type="checkbox"/> Clearly and legibly writes on board/OH: <input type="checkbox"/> Relates usefulness of content to real world: <input type="checkbox"/> Repeats questions from student(s) so all hear: <input type="checkbox"/> Describes terms/concepts/theories etc. in more than one way: <input type="checkbox"/> Emphasizes important points by pausing, raising voice, or speaking slowly, etc. <input type="checkbox"/> Uses visuals with explanations: <input type="checkbox"/> Points out practical use of content: <input type="checkbox"/> Answers questions completely: <input type="checkbox"/> Shares tips to learning difficult info: <input type="checkbox"/> Shares key terms visually (board, OH, handout): <input type="checkbox"/> Explains info in easy-to-understand terms/language: <input type="checkbox"/> Provides sample test questions: <input type="checkbox"/> Shares tips with students regarding taking exams, mastering content, etc.: <input type="checkbox"/> Clearly explains what is expected on tests and assignments:				

	Not	More	Shown	
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ENTHUSIASM	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Speaks in expressive manner: <input type="checkbox"/> Smiles while teaching: <input type="checkbox"/> Shows respectful facial expressions: <input type="checkbox"/> Shows appropriate sense of humor: <input type="checkbox"/> Moves around room while speaking (does <u>not</u> stay behind podium): <input type="checkbox"/> Gestures with arms, hands, head or body: <input type="checkbox"/> Appears relaxed with class: <input type="checkbox"/> Does not read continually from notes <input type="checkbox"/> Answers questions completely: <input type="checkbox"/> Distracting mannerisms/habits (specify):				
CONTENT	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Uses several visuals during class: <input type="checkbox"/> Uses appropriate examples: <input type="checkbox"/> Relates content to previous knowledge: <input type="checkbox"/> Relates information to future, <u>practical</u> (real world) application: <input type="checkbox"/> Shares/encourages diverse/more than one point(s) of view: <input type="checkbox"/> Shares thought-provoking info: <input type="checkbox"/> Shares up-to-date info in field: <input type="checkbox"/> Relates assignments to course or session objective: <input type="checkbox"/> Distinguishes between fact and opinion:				

INTERACTION	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> Praises student answers/uses probing questions to build on answers: <input type="checkbox"/> Uses a variety of strategies in class: <input type="checkbox"/> Encourages student participation: <input type="checkbox"/> Asks questions to entire class: <input type="checkbox"/> Answers questions clearly and directly: <input type="checkbox"/> Refrains from answering own questions: <input type="checkbox"/> Encourages students to answer each other's questions: <input type="checkbox"/> Encourages student to answer difficult questions by providing cues: <input type="checkbox"/> Constructively admits error or insufficient knowledge (i.e., suggests options to finding correct info): <input type="checkbox"/> Respects/encourages different points of view: <input type="checkbox"/> Integrates students' ideas into class: <input type="checkbox"/> Guides student when s/he errs: <input type="checkbox"/> Provides ample demonstrations: <input type="checkbox"/> Provides frequent feedback (corrective feedback when needed): <input type="checkbox"/> Shows respect/sensitivity to diverse learners: <input type="checkbox"/> Promotes active learning/student participation: <input type="checkbox"/> Encourages/facilitates relevant student-led discussion: <input type="checkbox"/> Asks questions of various levels (i.e., Bloom's Taxonomy): 				

PACING	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Students were not rushed: <input type="checkbox"/> Asked/checked understanding before moving to next topic: <input type="checkbox"/> Covers an appropriate (not too little or too much) amount of material during class: <input type="checkbox"/> Does not engage unrelated issues/content during class (does not go off on tangents): <input type="checkbox"/> Students have enough time to finish tasks:				
SPEAKING	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Speaks in an acceptable tone/volume: <input type="checkbox"/> Speaks clearly (does <u>not</u> stutter, slur, mumble words, or say "uh"/um"): <input type="checkbox"/> Speaks at an appropriate pace (not too fast or slow): <input type="checkbox"/> Speaks with expressive manner (not monotone): <input type="checkbox"/> Uses appropriate (non-distracting) gestures: <input type="checkbox"/> Maintains eye contact with students (i.e., does not talk to board, windows/walls): <input type="checkbox"/> Speaks in respectful, easy-to-understand language: <input type="checkbox"/> Speaks slowly and clearly when covering difficult terms/ideas/content:				

RAPPORT	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Encourages student feedback: <input type="checkbox"/> Encourages student thought and participation: <input type="checkbox"/> Responds constructively to student opinions/contributions: <input type="checkbox"/> Encourages (and may present) diverse points of view: <input type="checkbox"/> Warm classroom climate (students speak freely, relates to students as people, appropriate humor): <input type="checkbox"/> Responds to student misunderstanding or confusion respectfully: <input type="checkbox"/> Treats students/class equitably: <input type="checkbox"/> Listens effectively/closely to student comments/concerns/questions: <input type="checkbox"/> Tries to reach many kinds of students when teaching: <input type="checkbox"/> Encourages mutual respect, honesty, and integrity among class members: <input type="checkbox"/> Responds to distractions effectively: <input type="checkbox"/> Encourages constructive criticism: <input type="checkbox"/> Admits errors with honesty/integrity: <input type="checkbox"/> Provides constructive feedback: <input type="checkbox"/> Responds to students by name (in classes of 30 or less): <input type="checkbox"/> Informally talks with students before and/or after class: <input type="checkbox"/> Accessible to students outside of class (i.e., office hours):				

TEACHING STRATEGIES	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Encourages student participation: <input type="checkbox"/> Explains difficult content in more than one way: <input type="checkbox"/> Uses a variety of activities in class: <input type="checkbox"/> Provides demonstration/examples of given content, information, issues or theories: <input type="checkbox"/> Uses various media in class: <input type="checkbox"/> Holds attention and respect of students: <input type="checkbox"/> Adapts to any changes in student attention (i.e., increases student participation, changes strategy, activity, changes pacing, etc.): <input type="checkbox"/> Demonstrates sincere interest/excitement about the course content/session: <input type="checkbox"/> Demonstrates effective teaching strategy for given content: <input type="checkbox"/> Demonstrates excellent content competence: <input type="checkbox"/> Provides opportunities for students to apply content (i.e., problems, case study, generate examples, etc.): <input type="checkbox"/> Connects new ideas/theories/content etc. to familiar ideas/theories/content: <input type="checkbox"/> Uses text content in class session: <input type="checkbox"/> Connects content to previous and upcoming class session: <input type="checkbox"/> Shares current developments in the field: <input type="checkbox"/> Connects content to assignments: <input type="checkbox"/> Asks questions to gain attention: <input type="checkbox"/> Uses "wait-time" when asking questions to class: <input type="checkbox"/> Teaches content that is not too difficult (beyond course description) or too easy: <input type="checkbox"/> Students are continually engaged (listening, taking notes, or on-task discussion, activity, etc.): <input type="checkbox"/> Decreases distractions constructively:				