

# 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?