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 n 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 not 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 be 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