**Instructions:**

1. Prior to your observation, discuss the categories on this form with the person you are observing, and ask them to prioritize specific areas for you to focus on during your observation. Re-order the sections based on this conversation.
2. During the observation, use each list as a *checklist* (not a scaled rating form), to indicate the presence or absence of each item. Use the space below each section to make notes on specific behaviors you observe, relevant to the items on the list.
3. After the observation use the data recorded on this form to respond to the questions on the final page.
4. In your debrief conversation with the instructor, use your summary notes on the final page of this form to provide targeted, data-driven feedback to the instructor.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Instructor: |  | Date of Class: | |  |
| Course No.: |  | Time of Class: |  | |
| Course Title: |  | Course Level: |  | |
| Location: |  | No. Students: |  | |

1. **Organization**

The instructor:

|  |  |
| --- | --- |
|  | arrives on time |
|  | relates this and previous class(es), or provides students with an opportunity to do so |
|  | provides class goals or objectives for the class session |
|  | provides an outline or organization for the class session |
|  | knows how to use the educational technology needed for the class |
|  | locates class materials as needed |
|  | makes transitional statements between class segments |
|  | follows the stated structure |
|  | conveys the purpose of each class activity or assignment |
|  | completes the scheduled topics |
|  | summarizes periodically and at the end of class (or prompts students to do so) |
|  |  |
| Examples of instructor actions or behaviors that support the ratings above. | |

1. **Presentation Skills**

The instructor:

|  |  |
| --- | --- |
|  | is audible to all students |
|  | articulates words so that they are understandable to students, and/or visually represents words that might he difficult for students to hear |
|  | varies the tone and pitch of voice for emphasis and interest |
|  | speaks at a pace that permits students to understand and take notes |
|  | establishes and maintains eye contact |
|  | avoids over-reliance on reading content from notes, slides, or texts |
|  | avoids distracting mannerisms |
|  | uses visual aids effectively (e.g. when appropriate to reinforce a concept, legible handwriting, readable slides) |
|  | effectively uses the classroom space |
|  |  |
| Examples of instructor actions or behaviors that support the ratings above. | |

1. **Instructor-Student Rapport**

The instructor:

|  |  |
| --- | --- |
|  | attends respectfully to student comprehension or puzzlement |
|  | invites students’ participation and comments |
|  | treats students as individuals, e.g. uses students’ names |
|  | provides periodic feedback |
|  | incorporates student ideas into class |
|  | uses positive reinforcement (i.e. doesn’t punish or deliberately embarrass students in class) |
|  |  |
| Examples of instructor actions or behaviors that support the ratings above. | |

1. **Clarity**

The instructor:

|  |  |
| --- | --- |
|  | notes new terms or concepts |
|  | elaborates or repeats complex information |
|  | uses examples to explain content |
|  | makes explicit statements drawing student attention to certain ideas |
|  | pauses during explanations to ask and answer questions |
|  |  |
| Examples of instructor actions or behaviors that support the ratings above. | |

1. **Variety and Pacing of Instruction**

The instructor:

|  |  |
| --- | --- |
|  | uses more than one form of instruction |
|  | pauses after asking questions |
|  | accepts students responses |
|  | draws non-participating students into activities/discussions |
|  | prevents specific students from dominating activities/discussions |
|  | helps students extend their responses |
|  | guides the direction of discussion |
|  | mediates conflict or differences of opinion |
|  | demonstrates active listening |
|  | provides explicit directions for active learning tasks (e.g. rationale, duration, product) |
|  | allows sufficient time to complete tasks such as group work |
|  | specifies how learning tasks will be evaluated (if at all) |
|  | provides opportunities and time for students to practice |
|  |  |
| Examples of instructor actions or behaviors that support the ratings above. | |

1. **Content Knowledge**

The instructor:

|  |  |
| --- | --- |
|  | makes statements that are accurate according to the standards of the field |
|  | incorporates current research in the field |
|  | identifies sources, perspectives, and authorities in the field |
|  | identifies *diverse* sources, perspectives, and authorities in the field |
|  | communicates the reasoning process behind operations and/or concepts |
|  |  |
| Examples of instructor actions or behaviors that support the ratings above. | |

**Use the final page (below) to summarize and prioritize your feedback, based on the data collected above.**

**Prioritized & Summarized Feedback**

What went well in this class?

What suggestions for improvement do you have?

Additional Comments: