

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 a 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:

Not observed
*More emphasis
recommended*
*Accomplished
very well*
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 of 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	1	2	3
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, and 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 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	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
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 & 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 and 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 and opinion	1	2	3
43. Presented divergent view-points when appropriated	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?

Source:

Adapted from *Evaluating Teaching for Promotion and Tenure*, by Centra, Froh, Gray, Lambert & Diamond (1987).
Littleton, MA: Copley Publishing Group, 1987.