

Classroom Observation Form

Instructor: _____ **Class/Date:** _____

Time: _____ **Number Enrolled:** _____ **Number Present:** _____

Observer: _____

This form is designed to summarize and synthesize observations of low-inference pedagogical practices and instructional communication behaviors to help assess teacher effectiveness. The scoring guide below offers general assessment of each practice, while comments to the right of each section are offered for elaboration.

Scoring Guide: S = Strength A = Average/Acceptable O = Opportunity for Improvement N = Not Observed

<i>Score</i>	<i>Observation</i>	<i>Comments</i>
I. INSTRUCTOR'S PEDAGOGY		
	Clearly states and reinforces class objectives/Fundamental and Powerful Concepts	
	Moves students up Bloom's pyramid from "Remembering" and "Understanding" toward "Creating"	
	Integrates critical and creative thinking processes	
	Prioritizes Active Learning/Mentor from-the-Middle approach	
	Frames content in field's scholarship/research and central concerns	
	Varies methods (mini-lecture, discussion, group experiences, activities, Socratic Q & A, case studies, exemplifications)	
	Emphasizes metacognition (making students aware of objectives, rubrics, pedagogies)	
	Sets excellence/high-bar standards within appropriate range	
	Demonstrates command and currency of subject	

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II. INSTRUCTOR'S IMMEDIACY (Verbal and Nonverbal)		
	Demonstrates enthusiasm/passion toward teaching and topic	
	Encourages 100% student participation	
	Uses inclusive language	
	Attempts to relate to students' world	
	Is approachable before, during, and after class	
	Shows respect for students and material	
	Demonstrates direct eye contact with students, openness in gestures, positioning, and movement	
	Demonstrates appropriate facial and vocal expression (i.e., smiling, vocal variety, nodding)	
	Uses humor appropriately	
III. INSTRUCTOR'S CLARITY and CLASSROOM MANAGEMENT		
	Maintains control (without seeming controlling)	
	Makes best use of time, space, and environment (e.g., arrives before class officially starts)	
	Organizes lesson plans around class objectives	
	Displays verbal fluency	
	Demonstrates adequate volume and appropriate rate	
	Offers handouts/ancillaries/graphics/technology to enhance understanding	

