

# Classroom Observation Form

Instructor: \_\_\_\_\_ Class: \_\_\_\_\_

Day/Time of class: \_\_\_\_\_ Number Enrolled: \_\_\_\_\_ Number Present: \_\_\_\_\_

Observer: \_\_\_\_\_ Today's date: \_\_\_\_\_

This form summarizes and synthesizes observable pedagogical practices and instructional behaviors to help assess teacher effectiveness. The scoring guide below offers general assessment of each practice, while comments to the right of each section allow for elaboration.

NOTE TO THE OBSERVER: If items are not applicable to the observed class, skip or mark through them.

## Scoring Guide:

**S** = Strength (3 points)

**A** = Average/Acceptable (2 points)

**O** = Opportunity for Improvement (1 point)

| Score                           | Observation  | Comments |
|---------------------------------|--|----------|
| <b>I. INSTRUCTOR'S PEDAGOGY</b> |  |          |
|                                 | Clearly states and reinforces class objectives/Fundamental and Powerful Concepts   |          |
|                                 | Moves students up Bloom's pyramid from "Remembering" and "Understanding" toward "Creating"                                     |          |
|                                 | Organizes lesson plans around course objectives  |          |
|                                 | 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 (e.g., mini-lecture, discussion, group experiences, activities, Socratic Q & A, case studies, exemplifications) |          |
|                                 | Emphasizes metacognition (making students aware of objectives, rubrics, pedagogies)  |          |

|  |  |  |
|--|--|--|
|  | Sets standards within appropriate range  |  |
|  | Demonstrates command and currency of subject   |  |
|  | Offers handouts/ancillaries/ graphics/technology to enhance understanding                  |  |
|  | Overall, demonstrates C.R.I.S.P. (Contextualizes, Reviews, Iterates, Summarizes, Previews) |  |

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| <b>II. INSTRUCTOR'S RAPPORT WITH STUDENTS (Verbal and Nonverbal)</b> |   |  |
|--|---|--|
|  | Demonstrates enthusiasm/passion toward teaching and topic   |  |
|  | Encourages 100% student participation   |  |
|  | Uses inclusive language   |  |
|  | Provides examples relevant to students' world   |  |
|  | Is approachable before, during, and after class   |  |
|  | Shows respect for students and material   |  |
|  | Demonstrates openness in gestures, positioning, and movement  |  |
|  | Demonstrates appropriate facial and vocal expression (i.e., eye contact, smiling, vocal variety, nodding) |  |
|  | Uses humor appropriately  |  |
|  | Encourages student questions, clarifications  |  |

| <b>III. INSTRUCTOR'S CLARITY and CLASSROOM MANAGEMENT</b> |   |  |
|---|---|--|
|   | Maintains control (without seeming controlling)   |  |
|   | Makes best use of time, space, and environment (e.g., arrives before class officially starts) |  |
|   | Displays verbal fluency   |  |
|   | Demonstrates adequate volume and appropriate rate   |  |
|   | Addresses inappropriate, negative, and inattentive behaviors, if necessary                    |  |

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**IV. Overall Comments and Recommendations:**