Faculty Classroom Observation Guide

Content Organization

• Made clear statement of the purpose of the lesson
• Defined relationship of this lesson to previous lessons
• Presented overview and context of the lesson, related to course and learner outcomes
• Presented content with a logical sequence
• Paced lesson appropriately
• Summarized major concepts of lesson
• Related today’s lesson to future lessons

Content Knowledge & Relevance

• Presented material appropriate to stated learner outcomes and course content guides
• Demonstrated current & thorough command of subject matter
• Prioritized most critical course content
• Presented content appropriate to student knowledge/background/preparation and to real-world applications
• Cited authorities to support statements
• Made distinctions between fact and opinion
• Presented divergent viewpoints when appropriate

Presentation

• Projected voice so easily heard
• Used intonation to vary emphasis
• Explained concepts with clarity
• Maintained eye contact with students
• Listened to student questions and comments & provided feedback
• Projected nonverbal gestures consistent with intentions
• Defined unfamiliar terms, concepts, and principles
• Presented examples to clarify points
• Related new ideas to familiar concepts & students’ prior knowledge
• Restated important ideas at appropriate times
• Varied explanations for complex material
• Used humor appropriately to strengthen retention and interest
• Limited use of repetitive phrases

Teaching Learning Interaction & Assessment
• Presented material in a variety of ways to accommodate students’ learning styles
• Used a variety of questioning techniques to monitor student progress & gave satisfactory answers to student questions
• Allowed time for practice with new ideas
• Facilitated learning activities for comprehension, application, synthesis, and evaluation of concepts
• Responded to nonverbal cues of confusion, boredom, and curiosity
• Paced lesson for note-taking
• Used teaching-learning process checks—classroom assessment techniques'
• Asked probing questions when student answer was incomplete
• Suggested questions of limited interest to be handled outside of class

Instructional Materials & Learning Environment
• Maintained classroom facilities & equipment
• Fostered a learning environment of mutual respect, academic integrity, diverse viewpoints, and intellectual curiosity
• Prepared students for the lesson with appropriate outside assignments utilizing a range of instructional materials including library resources
• Utilized technology and audio-visual materials to enhance learning environment and foster technical skills

Active Learning

• Provided clear directions & procedures
• Stated goals and objectives clearly (Written or Oral)
• Provided thorough demonstration
• Assembled necessary equipment to complete the activity in advance
• Allowed opportunity for individual practice time and time for completion of the activity
• Gave prompt attention to individual questions & provided constructive feedback
• Provided for safety instruction / supervision
• If the discovery method was employed, allowed time for discussion of results or planned on discussion at a later date
• Provided opportunities for debriefing about the activity with peers or instructor
• Allocated sufficient clean-up time