

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
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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
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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
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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
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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
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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