**Observation Tool [[1]](#endnote-1)**.

This tool includes observation items in eight major areas: Lesson Organization, Content Knowledge & Relevance, Presentation, Instructor-Student Interactions, Collaborative Learning Activities, Lesson Implementation, Instructional Materials, and Student Responses[[2]](#footnote-1). In consultation with your reviewer, **you should select those items that will be most useful to you, based on the goals for the observation and your planned instructional activities for the class period.** We recommend that you select no more than 20 items for a given observation, so that the observer can focus her/his attention.

**Scoring Guidelines**

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| Very evident throughout the class session | Evident during most, but not all, of the class session | Evident during a limited portion of the class session | Not evident to any degree during the class session |

**Lesson Organization**

|  |  |
| --- | --- |
|  | **Score** |
| 1. Made clear statement of the purpose and learning outcomes of the lesson. |  |
| 1. Presented topics in a logical sequence. |  |
| 1. Paced lesson appropriately. |  |
| 1. Used a variety of instructional activities. |  |
| 1. Provided opportunities for students to apply content; e.g., problems, case study, practice. |  |
| 1. Frequently checked student understanding or performance. |  |
| 1. Provided clear transitions between activities. |  |
| 1. Summarized major points of lesson. |  |
| 1. Included informal or formal assessment of lesson’s learning outcomes. |  |
| 1. Adapted smoothly to problems during lesson; e.g. equipment failure, student misunderstandings or mistakes. |  |
| 1. Reminded students of upcoming assignments, projects, or tests. |  |

*Comments on Lesson Organization:*

**Scoring Guidelines**

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| Very evident throughout the class session | Evident during most, but not all, of the class session | Evident during a limited portion of the class session | Not evident to any degree during the class session |

**Content Knowledge & Relevance**

|  |  |
| --- | --- |
|  | **Score** |
| 1. Included material in the discipline worth knowing. |  |
| 1. Included material appropriate to student knowledge & background. |  |
| 1. Included material related to the learning outcomes of the lesson. |  |
| 1. Cited authorities to support statements, where appropriate. |  |
| 1. Presented divergent viewpoints where appropriate. |  |
| 1. Demonstrated command of the subject matter. |  |

*Comments on Content Knowledge & Relevance:*

**Presentation**

|  |  |  |
| --- | --- | --- |
|  | **Score** | |
| 1. Began class on time in an organized manner. |  | |
| 1. Explained ideas or demonstrated skills with clarity. |  | |
| 1. Spoke extemporaneously, did not read continually from notes. |  | |
| 1. Noticed & listened to student questions & comments. |  | |
| 1. Defined unfamiliar terms, concepts, and principles. |  | |
| 1. Presented examples to clarify points. |  | |
| 1. Related new ideas to familiar concepts. |  | |
| 1. Restated important ideas at appropriate times. |  |
| 1. Varied explanations or demonstrations for complex and difficult material. |  |
| 1. \* On-line material flowed well between screens |  |
| 1. \* Presentations were clear and understandable |  |
| 1. \* Sufficient opportunities to check self-knowledge |  |

\* On-line classes only.

*Comments on Presentation:*

**Scoring Guidelines**

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| Very evident throughout the class session | Evident during most, but not all, of the class session | Evident during a limited portion of the class session | Not evident to any degree during the class session |

**Instructor-Student Interactions**

|  |  |
| --- | --- |
|  | **Score** |
| 1. Responded appropriately to any student disruptions. |  |
| 1. Maintained students’ attention. |  |
| 1. Avoided embarrassing or belittling students. |  |
| 1. Showed respect & sensitivity to diverse learners. |  |
| 1. Talked with students informally before or after class. |  |
| 1. \* Used adequate method for on-line interaction |  |
| 1. \* Tracked student on-line interactions |  |
| 1. \* Responded to off-line questions in timely manner |  |

*Comments on Instructor-Student Interactions:*

**Collaborative Learning Activities**

|  |  |
| --- | --- |
|  | **Score** |
| 1. Provided group tasks that were related to the lesson’s learning outcomes. |  |
| 1. Provided group tasks that promoted higher-level thinking. |  |
| 1. Provided clear directions for tasks and for forming student groups. |  |
| 1. Facilitated learning in student groups. |  |
| 1. Responded appropriately to non-engaged students. |  |
| 1. Effectively managed time during collaborative activities. |  |
| 1. Synthesized group work at conclusion of collaborative activity. |  |

*Comments on Collaborative Learning Activities:*

**Scoring Guidelines**

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| Very evident throughout the class session | Evident during most, but not all, of the class session | Evident during a limited portion of the class session | Not evident to any degree during the class session |

**Lesson Implementation**

|  |  |
| --- | --- |
|  | **Score** |
| 1. Encouraged student questions. |  |
| 1. Promoted student learning through active participation in lesson activities. |  |
| 1. Asked questions, with adequate wait time, to monitor students’ understanding or performance. |  |
| 1. Encouraged students to answer each other’s questions. |  |
| 1. Gave satisfactory answers to student questions. |  |
| 1. Paced lesson appropriately to allow time for students to grapple with ideas or apply concepts. |  |
| 1. Promoted critical thinking (comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion). |  |
| 1. Asked probing questions when student answer was incomplete. |  |
| 1. Asked students to generate their own explanations and justify their thinking. |  |
| 1. Restated questions and answers when necessary. |  |
| 1. Made own thinking, reasoning, or performance visible so students see how expert thinks about lesson topic and/or approaches problem solving in the discipline. |  |
| 1. Admitted own error or insufficient knowledge. |  |

*Comments on Lesson Implementation:*

**Scoring Guidelines**

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| Very evident throughout the class session | Evident during most, but not all, of the class session | Evident during a limited portion of the class session | Not evident to any degree during the class session |

**Instructional Materials**

|  |  |
| --- | --- |
|  | **Score** |
| 1. Prepared students for the lesson with appropriate readings. |  |
| 1. Wrote clearly & legibly on board, overhead projector, or other technology. |  |
| 1. Supported the lesson with useful classroom discussions and exercises. |  |
| 1. Presented helpful audio-visual materials to support lesson organization & major points. |  |
| 1. Provided relevant written assignments. |  |
| 1. \* On-line content easy to locate and retrieve |  |
| 1. \* Used multimedia on-line material |  |

*Comments on Instructional Materials:*

**Student Responses**

|  |  |
| --- | --- |
|  | **Score** |
| 1. Students were eager to ask questions (in class or on-line) |  |
| 1. Students willingly participated in in-class (or on-line) activities. |  |
| 1. Most students were engaged in the lesson throughout the class time. |  |
| 1. Students appeared to understand the lesson material. |  |

*Comments on Student Responses:*

1. What do you think the students learned from this lesson?
2. What were the instructor’s major strengths as demonstrated in this class session?
3. What suggestions do you have for improving this instructor’s teaching?

1. From the University of Arizona (<http://oia.arizona.edu/sites/default/files/Classroom%20Observation%20Tool_2.docx>) [↑](#endnote-ref-1)
2. *Items adapted from:*

   Braskamp, L.A. & Ory J.C. (1994). *Assessing faculty work: Enhancing individual and institutional performance*. Jossey-Bass: San Francisco.

   Classroom Observation Worksheet, Univ. of Minnesota Center for Teaching and Learning, http://www1.umn.edu/ohr/teachlearn/resources/peer/index.html [↑](#footnote-ref-1)