

OBSERVATION SAMPLE TEMPLATE

Checklist (criterion- based) Form

This form focuses on description regarding agreed upon items for observation based on the pre-observation meeting. Comments may be used by the observer to explain their observation and to provide reflection and additional insight. A sample format for these comments is as follows:

DURING DISCUSSION, THE INSTRUCTOR PAUSES AFTER ASKING QUESTIONS. Yes No

COMMENTS: Here, the observer may include, examples, further observations and when this observation occurred.

The following categories and items represent a number of possibilities for a departmental or divisional form. Observers should select appropriate items for the observation. Not all need apply in all teaching contexts - try to avoid rigid formulas regarding what "should" be observed.

POSSIBLE ITEMS FOR CHECKLIST FORMS

INSTRUCTOR ORGANIZATION

- The instructor states the relation of the class to the previous one.
- The instructor knows how to use the educational technology needed for the class.
- The instructor posts class goals or objectives on the board or a slide.
- The instructor gives specific instructional outcomes for the course.
- The instructor provides an outline of the organization of the class.
- The instructor conveys the purpose of each class activity.
- The instructor summarizes periodically and at the end of class or has the students do so.
- The instructor revisits objectives at the end of class.
- Students are made aware what preparation (readings or other assignments) they should complete prior to the next class.

INSTRUCTIONAL MATERIALS

- If used, videos, websites and other resource materials have a clear purpose.
- Handouts or digital resources are appropriate in number and subject.
- The instructor gives assistance or insight into reading or using assigned texts.

INSTRUCTIONAL STRATEGIES

- The instructor's choice of teaching techniques is appropriate for the goals.
- During discussion, the instructor pauses after asking questions.
- The instructor acknowledges student contributions to discussion, helping students extend their responses.
- The instructor keeps discussion on track or facilitates small group discussion.
- The instructor mediates conflict or differences of opinion, and encourages students to do the same.
- The instructor demonstrates active learning techniques.

- The instructor provides explicit directions for active learning tasks.
- The instructor allows enough time to complete active learning tasks, such as collaborative work.
- The instructor specifies how active learning tasks will be evaluated.
- The timing of classroom activities considers attention spans.
- The instructor relates class to course goals, students' personal goals, or societal concerns.
- The instructor offers "real world" application.
- The instructor helps students apply theory to solve problems.

CONTENT KNOWLEDGE

- The instructor's statements are accurate according to the standards of the field.
- The instructor incorporates current research in the field.
- The instructor identifies sources, perspectives, and authorities in the field.
- The instructor communicates the reasoning process behind operations or concepts.
- The instructor corrects bias in assigned materials.

PRESENTATION

- The instructor can be seen and heard.
- The instructor avoids extended reading from notes or texts.
- The instructor varies lecturing with active learning techniques.
- The instructor speaks at a pace that allows students to comprehend what is said.
- The instructor uses appropriate examples, metaphors and analogies.
- The instructor uses humour appropriately.
- The instructor is enthusiastic about the subject matter.

RAPPORT WITH AND RESPONSIVENESS TO STUDENTS

- The instructor addresses students by name, as possible.
- Delivery is paced to students' needs.
- The instructor provides feedback at given intervals.
- The instructor uses positive reinforcement.
- The instructor incorporates student ideas into the class.
- The instructor encourages students to build on each other's comments and ideas.

- The atmosphere of the classroom is participative.
- The instructor is available before or after class.
- The instructor pays attention to cues of boredom and confusion.
- The instructor provides students opportunity to mention problems/concerns with the class, either verbally or in writing.
- The instructor models good listening habits.
- The instructor demonstrates flexibility in responding to student concerns or interests.
- The instructor is sensitive to individual interests and abilities.

CLARITY

- The instructor defines new terms or concepts.
- The instructor elaborates or repeats complex information.
- The instructor uses a variety of examples to explain content.
- The instructor makes explicit statements in order to draw student attention to certain ideas.
- The instructor pauses during explanations to allow students to ask questions.

INSTRUCTION IN LABORATORIES, STUDIOS OR FIELD SETTINGS

- Experiments/exercises are well chosen and well organized.
- Procedures/techniques are clearly explained/demonstrated.
- The instructor is thoroughly familiar with experiments/exercises.
- The instructor is thoroughly familiar with equipment/tools used.
- Assistance is always available during experiments/exercises.
- Experiments/exercises are important supplements to the course.
- Experiments/exercises develop important skills.
- Experiments/exercises are of appropriate length.
- Experiments/exercises are of appropriate level of difficulty.
- Experiments/exercises help to develop confidence in the subject area.
- The instructor provides aid with interpretation of data.
- The instructor's emphasis on safety is evident.
- Criticism of procedures/techniques is constructive.
- The instructor works well with student and other parties in the setting.
- Clinical or field experiences are realistic.

IMPACT ON LEARNING

- The instructor helps develop critical thinking skills and problem-solving ability.
- The instructor broadens student views.
- The instructor encourages the development of students' analytic ability.
- The instructor fosters respect for diverse points of view.
- The instructor helps students develop awareness of the process used to gain new knowledge.
- The instructor stimulates independent thinking.

CREATING AN INCLUSIVE CLASSROOM

- Instructor creates an equitable and inclusive classroom that respects gender differences, diverse ethnocultural and faith communities, family structures, student abilities/needs and differences in socioeconomic status.
- Instructor conveys the belief that all students can learn and succeed.

- Instructor conveys openness and warmth and encourages students to interact with others the same way.
- Instructor provides text, resources and learning materials in the classroom that reflects diversity of culture, ethnicity, faith, and language, and differences in socioeconomic status, physical ability and family structure.
- Instructor uses resources that present both local and global images and perspectives.
- Instructor uses technology to provide additional visual, oral, aural and/or physical supports for students who need them.
- Instructor uses instructional strategies that reflect diverse learning styles.
- Instructor uses a variety of assessment tasks so that students with different learning styles can achieve success.
- Instructor provides accommodations for students who require extra time or additional explanations.

Items are adapted from Chism (2007) and University of Minnesota Peer Review of Teaching Guide (2009).

