

Classroom Observation Form: Checklist

The attached form can be used to keep track of specific items as you observe the class. Look over the list before class begins. You may find it easier to use the far right column to make notes during the class and then go back and check off the appropriate rating afterwards. You may also find it useful to pair this form with the time-descriptive form for taking notes (i.e., use the open form to take notes with these items in mind, then check off ratings afterward).

Classroom Observation Form: Checklist

Instructor:	Course:	# students present:
Observer:	Date/Time:	# students participating:

1. Goals/intentions	Yes	Sometimes	No	NA	Comments
1. Defines objectives, purpose for the class	—	—	—	—	
2. Connects goals to previous and/or future classes	—	—	—	—	
2. Organization	Yes	Sometimes	No	NA	Comments
3. Instructor clearly prepared	—	—	—	—	
4. Provides an overview of the class/content	—	—	—	—	
5. Uses class time effectively	—	—	—	—	
6. Content progresses in systemic and organized fashion	—	—	—	—	
7. New ideas, concepts are defined clearly	—	—	—	—	
8. Makes connections between ideas and concepts	—	—	—	—	
9. Stays on topic; does not digress on tangents	—	—	—	—	
3. Instructional strategies	Yes	Sometimes	No	NA	Comments
10. Uses a variety of methods	—	—	—	—	
11. Uses methods encouraging relevant student participation in the learning process	—	—	—	—	
12. Encourages critical thinking and analysis	—	—	—	—	
13. Methods are appropriate for stated goals	—	—	—	—	

14. Instructions for activities are clear and complete	—	—	—	—
15. Time allocated for activities is sufficient	—	—	—	—
16. Asks questions (to assess student knowledge, student interest, etc.)	—	—	—	—
17. Addresses questions to whole class	—	—	—	—
18. Allows time after questions for students to respond	—	—	—	—
19. Effectively facilitates group work	—	—	—	—

4. Communication

Yes Sometimes No NA

Comments

20. Communicates effectively to the level of the students	—	—	—	—
21. Explains ideas simply and clearly	—	—	—	—
22. Uses alternate explanations when necessary	—	—	—	—
23. Uses examples relevant to students	—	—	—	—
24. Uses class space effectively	—	—	—	—
25. Visual aids are legible, organized	—	—	—	—
26. Technology is handled competently	—	—	—	—
27. Voice can be easily heard	—	—	—	—
28. Speech is appropriate to context (not too formal nor too casual)	—	—	—	—
29. Rate of speech is appropriate	—	—	—	—
30. Varied pace, tone, volume for variety and interest	—	—	—	—

5. Rapport with students

Yes Sometimes No NA

Comments

31. Demonstrates enthusiasm for the subject matter	—	—	—	—
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32. Encourages students questions	—	—	—	—
33. Responds appropriately to student questions and comments	—	—	—	—
34. Makes eye contact with students	—	—	—	—
35. Periodically checks with students to determine appropriate pace	—	—	—	—
36. Responds to student indications of confusion, boredom, etc.	—	—	—	—

6. Student engagement

Yes	Sometimes	No	NA
—	—	—	—
—	—	—	—
—	—	—	—

Comments

7. Content knowledge

Yes	Sometimes	No	NA
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—

Comments