# Classroom Observation Rating Form

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<th>Name</th>
<th>Dept.</th>
<th>Course</th>
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<tr>
<th>Observation Date &amp; Location</th>
<th>Type of Course (e.g., lecture, lab, seminar)</th>
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## I. Pre-observational Consultation

Date: __________________________

## II. Goals and Learning Objectives for Class to be Observed

(Briefly outline the broad purpose of the teaching session, as discussed in pre-observation meeting. What might students be expected to gain from this teaching session?)

## III. Criteria for Judging Teaching Effectiveness

(Please circle as appropriate: 1 = unsatisfactory; 5 = exemplary)

### 1. Content Expertise

- Presents material appropriate to student knowledge and background: [1 2 3 4 5 N/A]
- Presents material appropriate to stated purpose of the course: [1 2 3 4 5 N/A]
- Demonstrates command of the subject matter: [1 2 3 4 5 N/A]
- Cites authorities to support content: [1 2 3 4 5 N/A]
- Provides many concrete, real life and practical examples: [1 2 3 4 5 N/A]

### 2. Instructional Delivery Skills

- Presents overview and relevance of lesson: [1 2 3 4 5 N/A]
- Paces lesson appropriately: [1 2 3 4 5 N/A]
- Presents topics in a logical sequence: [1 2 3 4 5 N/A]
- Explains ideas and content with clarity: [1 2 3 4 5 N/A]
- Invites student questions & comments and answers appropriately: [1 2 3 4 5 N/A]
- Varies his/her instructional techniques: [1 2 3 4 5 N/A]
- Varies explanations for complex and difficult material: [1 2 3 4 5 N/A]
-Communicates effectively with all students in the class: [1 2 3 4 5 N/A]

### 3. Instructional Design Skills

- Creates an environment conducive to learning: [1 2 3 4 5 N/A]
- Develops course goals & objectives appropriate to course/student level: [1 2 3 4 5 N/A]
- Aligns course objectives, classroom activities and on-going assessment: [1 2 3 4 5 N/A]
- Provides the significance/importance of information to be learned: [1 2 3 4 5 N/A]
- Presents content from various perspectives to maximize individual student learning: [1 2 3 4 5 N/A]
Uses appropriate audio-visual materials to support lesson organization & major points 1 2 3 4 5 N/A
Maintains high quality of content (e.g. currency, accuracy, relevance, use of examples, level) 1 2 3 4 5 N/A
Uses instructional methods encouraging relevant student participation in the learning process 1 2 3 4 5 N/A

### 4. Course Management Skills
- Begins class promptly and in a well-organized way 1 2 3 4 5 N/A
- Focuses on the class objectives and does not let the class get sidetracked 1 2 3 4 5 N/A
- Uses non-verbal behavior, such as gestures, walking around, and eye contact to reinforce his/her comments 1 2 3 4 5 N/A
- Uses active, hands-on students learning 1 2 3 4 5 N/A
- Handles classroom dynamics and problematic situations effectively 1 2 3 4 5 N/A
- Emphasizes effective time-on-task for all students 1 2 3 4 5 N/A

### 5. Faculty/Student Relationships
- Holds attention and respect of students 1 2 3 4 5 N/A
- Creates a classroom environment that allows students to speak freely 1 2 3 4 5 N/A
- Responds to problems raised during the lesson 1 2 3 4 5 N/A
- Uses humor appropriately to strengthen retention & interest 1 2 3 4 5 N/A
- Has respect for diversity 1 2 3 4 5 N/A
- Shows concern for students by being approachable and available 1 2 3 4 5 N/A

### IV. Additional Comments about any of above sections:

### V. Strengths:

### VI. Suggested Areas for Development:

### VII. General Observations/Points of Clarification: