

Classroom Observation Rating Form

Name	Dept.	Course
Observation Date & Location	Type of Course (e.g., lecture, lab, seminar)	

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: