

## Classroom Observation Report

Instructor evaluated \_\_\_\_\_ Course \_\_\_\_\_  
Number of students present \_\_\_\_\_ Date \_\_\_\_\_  
Evaluator(s) \_\_\_\_\_

*Purpose:* The purpose of this classroom observation is (1) to provide a data base for more accurate and equitable decisions on tenure, promotion, and merit increase and (2) to improve faculty performance.

*Instructions:* Please consider each item carefully and assign the highest scores only for unusually effective performance.

Questions 12 and 13 have been deliberately left blank. You and the instructor being evaluated are encouraged to add your own items.

Each instructor should be observed on two occasions, and the observer(s) should remain in the classroom for the full class period.

It is suggested that the observer(s) arrange a previsit and postvisit meeting with the instructor.

<u>Highest</u>		<u>Satisfactory</u>		<u>Lowest</u>	<u>Not Applicable</u>
5	4	3	2	1	n/a

- \_\_\_\_\_ 1. Defines objectives for the class presentation.
- \_\_\_\_\_ 2. Effectively organizes learning situations to meet the objectives of the class presentation.
- \_\_\_\_\_ 3. Uses instructional methods encouraging relevant student participation in the learning process.
- \_\_\_\_\_ 4. Uses class time effectively.
- \_\_\_\_\_ 5. Demonstrates enthusiasm for the subject matter.
- \_\_\_\_\_ 6. Communicates clearly and effectively to the level of the students.
- \_\_\_\_\_ 7. Explains important ideas simply and clearly.
- \_\_\_\_\_ 8. Demonstrates command of subject matter.
- \_\_\_\_\_ 9. Responds appropriately to student questions and comments.
- \_\_\_\_\_ 10. Encourages critical thinking and analysis.
- \_\_\_\_\_ 11. Considering the previous items, how would you rate this instructor in comparison to others in the department?
- \_\_\_\_\_ 12.
- \_\_\_\_\_ 13.
- \_\_\_\_\_ 14. Overall rating

Would you recommend this instructor to students you are advising?

What specific suggestions would you make concerning how this particular class could have been improved?

Did you have a previsit conference? \_\_\_\_\_ postvisit conference? \_\_\_\_\_

## Classroom Observation Worksheet

**Instructor** \_\_\_\_\_ **Course** \_\_\_\_\_

**Date** \_\_\_\_\_ **Observer** \_\_\_\_\_

Directions: Below is a list of instructor behaviors that may occur within a given class or course. Please use it as guide to making observations, not as a list of required characteristics. When this worksheet is used for making improvements to instruction, it is recommended that the instructor highlight the areas to be focused on before the observation takes place.

Respond to each statement using the following scale:

*Not observed*

1

*More emphasis  
recommended*

2

*Accomplished  
very well*

3

Circle the number at the right that best represents your response. Use the comment space below each section to provide more feedback or suggestions.

**Content Organization**    *Not observed*    *More emphasis*    *Accomplished very well*

- |  |   |   |   |
|--|---|---|---|
| 1. Made clear statement of the purpose of the lesson       | 1 | 2 | 3 |
| 2. Defined relationship of this lesson to previous lessons | 1 | 2 | 3 |
| 3. Presented overview of the lesson                        | 1 | 2 | 3 |
| 4. Presented topics with a logical sequence                | 1 | 2 | 3 |
| 5. Paced lesson appropriately                              | 1 | 2 | 3 |
| 6. Summarized major points of lesson                       | 1 | 2 | 3 |
| 7. Responded to problems raised during lesson              | 1 | 2 | 3 |
| 8. Related today's lesson to future lessons                | 1 | 2 | 3 |

Comments:

<b>Presentation</b>	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
9. Projected voice so easily heard	1	2	3
10. Used intonation to vary emphasis	1	2	3
11. Explained ideas with clarity	1	2	3
12. Maintained eye contact with students	1	2	3
13. Listened to student questions & comments	1	2	3
14. Projected nonverbal gestures consistent with intentions	1	2	3
15. Defined unfamiliar terms, concepts, and principles	1	2	3
16. Presented examples to clarify points	1	2	3
17. Related new ideas to familiar concepts	1	2	3
18. Restated important ideas at appropriate times	1	2	3
19. Varied explanations for complex and difficult material	1	2	3
20. Used humor appropriately to strengthen retention & interest	1	2	3
21. Limited use of repetitive phrases & hanging articles	1	2	3

Comments:

<b>Instructor-Student Interactions</b>	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
22. Encouraged student questions	1	2	3
23. Encouraged student discussion	1	2	3
24. Maintained student attention	1	2	3
25. Asked questions to monitor students' progress	1	2	3
26. Gave satisfactory answers to student questions	1	2	3
27. Responded to nonverbal cues of confusion, boredom, & curiosity	1	2	3
28. Paced lesson to allow time for note taking	1	2	3
29. Encouraged students to answer difficult questions	1	2	3
30. Asked probing questions when student answer was incomplete	1	2	3
31. Restated questions and answers when necessary	1	2	3
32. Suggested questions of limited interest to be handled outside of class	1	2	3

Comments:

<b>Instructional Materials and Environment</b>	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
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33. Maintained adequate classroom facilities	1	2	3
34. Prepared students for the lesson with appropriate assigned readings	1	2	3
35. Supported lesson with useful classroom discussions and exercises	1	2	3
36. Presented helpful audio-visual materials to support lesson organization & major points	1	2	3
37. Provided relevant written assignments	1	2	3

Comments:

<b>Content Knowledge and Relevance</b>	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
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38. Presented material worth knowing	1	2	3
39. Presented material appropriate to student knowledge & background	1	2	3
40. Cited authorities to support statements	1	2	3
41. Presented material appropriate to stated purpose of the course	1	2	3
42. Made distinctions between fact & opinion	1	2	3
43. Presented divergent viewpoints when appropriate	1	2	3
44. Demonstrated command of subject matter	1	2	3

Comments:

45. What overall impressions do you think students left this lesson with in terms of content or style?

46. What were the instructor's major strengths as demonstrated in this observation?

47. What suggestions do you have for improving upon this instructor's skills?

Source: *A Guide for Evaluating Teaching for Promotion and Tenure*, by Centra, Froh, Gray, & Lambert. Permission granted by Center for Instructional Development, Syracuse University, Syracuse, N.Y., 1976. All rights reserved.

## Drama 301L - Feedback/Evaluation Form

Instructor: \_\_\_\_\_ Meeting time: \_\_\_\_\_

Meeting place: \_\_\_\_\_

Class size: #Women \_\_\_\_\_ #Men \_\_\_\_\_

General Atmosphere	Excellent						Poor
1. Discipline (students arrive on time and get down to business)	1	2	3	4	5	6	7
(students appear prepared for class)	1	2	3	4	5	6	7
(students attentive during class scene presentations)	1	2	3	4	5	6	7
(class begins and ends on time)	1	2	3	4	5	6	7
2. Instructor's rapport with the class is ...	1	2	3	4	5	6	7
_____	Very clear				Not given		
3. Objectives for the class session are...	1	2	3	4	5	6	7
4. Assignment for next class is ...	1	2	3	4	5	6	7
___ provided in a handout ___ on board ___ not written down							

Student Actors	Excellent						Poor
1. Preparation of environment for scene (props, mood, costumes, etc.)	1	2	3	4	5	6	7
2. Ability to perform unit changes							
— physical changes	1	2	3	4	5	6	7
— emotional changes	1	2	3	4	5	6	7
3. Students' ability to make characters believable	1	2	3	4	5	6	7
4. Student focus during scene...	1	2	3	4	5	6	7
5. Lines..... - delivery	1	2	3	4	5	6	7
- memorization	1	2	3	4	5	6	7
6. Dynamics of the scene (dramatic peaks)	1	2	3	4	5	6	7

### Instructor's Critique of Scenes

1. Topics critiqued (please check those which were critiqued by the instructor)							
___ Quality of line learning	___	Use of environment	___	Facial expressions			
___ Development of character	___	Use of movement	___	Other (please list)			
_____	Excellent				Poor		
2. Instructor's use of positive feedback	1	2	3	4	5	6	7
3. "Two run-through"							
— critique of lines was ...	1	2	3	4	5	6	7
— critique of development of character was	1	2	3	4	5	6	7

- |    |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|
| 4. | Instructor's use of constructive criticism was...   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Instructor's encouragement of criticism/comments by other students was...   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | Instructor's ability to include entire class in his/her comments was ... (i.e., instructor doesn't just talk to the actors) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Drama Feedback Evaluation Form -

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<u>Discussion Process</u>	<u>Excellent</u>						<u>Poor</u>
1. Ability of students to critique concisely was.....	1	2	3	4	5	6	7
2. Instructor's use of questions to prompt discussion	1	2	3	4	5	6	7
3. Instructor's ability to state questions clearly was ...	1	2	3	4	5	6	7
4. Instructor's insistence on/and use of objectivity in the critiques was ...	1	2	3	4	5	6	7

Diagram of Discussion Process

**Directions:** Make a “map” of the students in the class (i.e., where they are sitting) using a box or circle for each student. Identify them by a number and sex (e.g., 1-F, 2-M, 3-M, etc.). Then, whenever a student participates, place a tally mark under the coded box [1-F].

Comments:

*(This form was developed to observe and evaluate students, but the format lends itself to observation of instructor behaviors and student-instructor interactions in a classroom. )*

### Classroom Teaching Observation

Rating scale = (1 = very poor, 2 = weak, 3 = average, 4 = good, 5 = excellent,  
 NA = not applicable)

**CONTENT**

Main ideas are clear and specific	1	2	3	4	5	(Excellent)
Sufficient variety in supporting information	1	2	3	4	5	
Relevancy of main ideas was clear	1	2	3	4	5	
Higher order thinking was required	1	2	3	4	5	
Instructor related ideas to prior knowledge	1	2	3	4	5	
Definitions were given for vocabulary	1	2	3	4	5	

**ORGANIZATION**

Introduction captured attention	1	2	3	4	5	(Excellent)
Introduction stated organization of lecture	1	2	3	4	5	
Effective transitions (clear w/summaries)	1	2	3	4	5	
Clear organizational plan	1	2	3	4	5	
Concluded by summarizing main ideas	1	2	3	4	5	
Reviewed by connecting to previous classes	1	2	3	4	5	
Previewed by connecting to future classes	1	2	3	4	5	

**INTERACTION**

Instructor questions at different level	1	2	3	4	5	NA (Excellent)
Sufficient wait time	1	2	3	4	5	NA
Students asked questions	1	2	3	4	5	NA
Instructor feedback was informative	1	2	3	4	5	NA
Instructor incorporated student responses	1	2	3	4	5	NA
Good rapport with students	1	2	3	4	5	NA

**VERBAL/NON-VERBAL**

Language was understandable	1	2	3	4	5	(Excellent)
Articulation and pronunciation clear	1	2	3	4	5	
Absence of verbalized pauses (er, ah, etc.)	1	2	3	4	5	
Instructor spoke extemporaneously	1	2	3	4	5	
Accent was not distracting	1	2	3	4	5	NA
Effective voice quality	1	2	3	4	5	
Volume sufficient to be heard	1	2	3	4	5	
Rate of delivery was appropriate	1	2	3	4	5	
Effective body movement and gestures	1	2	3	4	5	
Eye contact with students	1	2	3	4	5	
Confident & enthusiastic	1	2	3	4	5	

**USE OF MEDIA**

Overheads/Chalkboard content clear & well-organized	1	2	3	4	5	NA (Excellent)
Visual aids can be easily read	1	2	3	4	5	NA
Instructor provided an outline/handouts	1	2	3	4	5	NA
Computerized instruction effective	1	2	3	4	5	NA

Classroom Teaching Observation Form

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**SPECIAL CLASSIFICATION NOTES:**

**STRENGTHS:** (e.g. metacurriculum, use of comparisons & contrasts, positive feedback, opportunity provided for student questions)

**WEAKNESSES:**(e.g. unable to answer student questions, overall topic knowledge, relevance of examples, etc.)

**OVERALL EFFECTIVENESS RATING** 1 2 3 4 5

Date of Conference \_\_\_\_\_ Observer Signature \_\_\_\_\_

From E. Porter, D.K. Meyer & A.S. Hagen. *The Journal of Staff, Program, & Organization Development*, Vol.12, No.2, Fall 1994, pp.104-105.

## Report of Classroom Observation

**Instructor:** \_\_\_\_\_ **Course:** \_\_\_\_\_  
**Number of students present:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Observer(s):** \_\_\_\_\_

**INSTRUCTIONS:** Several days prior to the classroom observation, the instructor should provide the observer(s) with a copy of the course syllabus containing course objectives, content, and organization. The instructor should explain to the observers(s) the instructional goals and methods of accomplishing them for the class that will be observed.

Within three days after the visit, the observer(s) should meet with the instructor to discuss observations and conclusions.

Please use the reverse side of this page to elaborate on your comments.

1. Describe the lesson taught, including the subject, objectives, and methods used.
2. Describe the instructor's teaching as it related to content mastery, breadth, and depth.
3. How well organized and clear is the presentation?
4. How appropriate were the teaching techniques used for the instructor's goals for this class?
5. Describe the level of student interest and participation.
6. What are the instructor's major strengths? Weaknesses?
7. What specific recommendations would you make to improve the instructor's classroom teaching?