Classroom Observation Worksheet

| Instructor Unda Williams | Course Roll of the APP |
|--------------------------|---------------------------|
| Date 2/15/17 | Observer Claudia Ollemann |

Directions: Below is a list of instructor behaviors that may occur within a given class or course. Please use it as a 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. Please choose 5-10 behaviors below that you would like evaluated by the faculty peer evaluator. Once chosen, please contact your peer evaluator and agree upon a desired date for your evaluation. Also, please provide the evaluator with a syllabus including objectives.

This evaluation will be used in addition to your self evaluation and student evaluations for your annual evaluation.

Respond to each statement using the following scale:

| Not observed | More emphasis recommended | Accomplished very well |
|--------------|---------------------------|------------------------|
| 1 | 2 | 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 | 1 | 2 | (3) |
| the purpose of the lesson | | | |
| 2. Defined relationship of thi | s 1 | 2 | (3) |
| lesson to previous lessons | | | 0 |
| 3. Presented overview of the | 1 | 2 | (3) |
| lesson | | | |
| 4. Presented topics with a | 1 | 2 | (3) |
| logical sequence | | - | |
| 5. Paced lesson appropriately | 1 | 2 | (3) |
| 6. Summarized major points | 1 | 2 | 73) |
| of lesson | | | 60 |
| 7. Responded to problems | 1 | 2 | (3) |
| raised during lesson | 4 | 2 | Ó |
| 8. Related today's lesson to | 1 | 2 | (3) |
| future lessons | | 1 | o Gidlabi |
| Comments | 2/1 | 20 1045 | -56- 7 |

Comments:
Observed as online lourse. Syllabus very
Observed a detailed laurge the lourse
Oiganized a detailed laurge frovides
Oiganized a detailed resources
Out. Clearly presented resources

| Presentation | Not observed | More emphasis | Accomplished very well |
|---|--------------|---------------|------------------------|
| 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 |
| | | 1 1- | |

Comments: 'ewed an online dourse. Lew.'ewed anderts in high level Engaged a tudents in high level Discussions.

| 22. Encouraged student | 1 | 2 | 3 |
|---------------------------------|---|---|----------|
| questions | 1 | 2 | 6 |
| 23. Encouraged student | 1 | 2 | Co |
| discussion | 1 | 2 | 2 |
| 24. Maintained student | 1 | 2 | 3 |
| attention | 1 | 0 | ~ |
| 25. Asked questions to | 1 | 2 | (3) |
| Monitor students' progress | 2 | | 0 |
| 26. Gave satisfactory answers | 1 | 2 | (3) |
| to student questions | _ | 2 | 2. |
| 27. Responded to nonverbal cues | 1 | 2 | 3 |
| of confusion, boredom, & | | | |
| curiosity | | | |
| 28. Paced lesson to allow time | 1 | 2 | 3 |
| for note taking | | | 2 |
| 29. Encouraged students to | 1 | 2 | 23 |
| answer difficult questions | | | |
| 30. Asked probing questions | 1 | 2 | 3 |
| when student answer was | | | |
| incomplete | | | |
| 31. Restated questions and | 1 | 2 | 3 |
| Answers when necessary | | | 13 |
| 32. Suggested questions of | 1 | 2 | (3) |
| limited interest to be handled | | | |
| outside of class | | | |

Comments:
Stimulated Dislussion board.
Harough Dislussion board.

| Instructional Materials & Environment | Not Observed | More Emphasis | Accomplished Very Well |
|---|--------------|---------------|------------------------|
| 33. Maintained adequate classroom facilities | 1 | 2 | 3 |
| 34. Prepared students for the lesson with appropriate assignment | | 2 | 3 |
| readings 35. Supported lesson with us classroom discussions and | seful 1 | 2 | 3 |
| exercises 36. Presented helpful audiovisual materials to support le | esson | 2 | 3 |
| organization & major points 37. Provided relevant writter assignments | | 2 | 3 |

Comments:

| Content Knowledge and Relevance | Not observed | More emphasis | Accomplished very well |
|--|--------------|---------------|------------------------|
| 38. Presented material worth knowing 39. Presented material appropriate to student knowledge & background 40. Cited authorities to support statements 41. Presented material appropriate to stated purpose of the course 42. Made distinctions between | ✓ | | X X X |
| fact & opinion 43. Presented divergent view- points when appropriate 44. Demonstrated command of subject matter | X | | 4 |

Comments:

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

Dut standing free services. 1 material.

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

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| 3 | What suggestions do you have for improving upon this instructor's skills? |
|--------|---|
| 4 | As the faculty member receiving this evaluation, please comment here: I space with comments NO additional Comments |
| 5 | Date and time of peer evaluation meeting: $2-22\cdot20/7$ |
| Facult | ty Mentor Signature: Wang M. W. Miss WHAP ty Peer Evaluator Signature: March Beckers |

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.