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| The following (non-exhaustive) list provides a variety of items to consider when observing a class in order to provide an instructor with feedback on their teaching.  Consider using it in the following ways:   * As a conversation-starter prior to the observation, to help the instructor decide upon some key areas for feedback. * As a reminder, while observing the class, of items to focus on for feedback. |

1. **CLASS INTRODUCTION**
2. Greets students and relates to them as "people", rather than merely as "students".
3. States the issue/topic and specific objectives at beginning of "lecture."
4. Provides an outline or overview what is planned for the class session.
5. **PRESENTATION**
6. Effectively uses illustrative materials or teaching aids.
7. Notations on the board and/or overheads are legible, organized, and clear.
8. Pauses to allow for note‐taking.
9. Prevents/terminates monopolies by students.
10. Admits error or not having an answer.
11. Makes opportunities for all to participate.
12. Corrects or paraphrases/explains without inadvertently penalizing the contributor.
13. **STRUCTURE AND CLARITY**
14. Periodically restates goals/objectives as needed or demonstrates their relationship to newly introduced concepts.
15. Makes the organization of the material explicit.
16. The structure of the session adheres to the stated topic and objectives.
17. Paraphrases students' comments for clarification/reinforcement.
18. Periodically checks comprehension with specific questions before continuing.
19. **USE OF QUESTIONS**
20. Questions challenge students and require them to do more than simply recall factual content.
21. Questions reflect high expectations for students, i.e., the belief that students come to class prepared and willing to contribute.
22. Tolerates silence and gives students time to make responses to questions and to formulate their own questions.
23. **CLASS CONCLUSION**
24. Summarizes major points or asks students to do so.
25. Draws together the various points made and relates them to the objectives of the present or previous discussion(s).
26. Makes opportunities for questions.
27. **MECHANICS, MANNERISMS, AND DEMEANOR**
28. Attends to the physical needs of the students.
29. Speaks in a clear, audible, well‐modulated voice.
30. Talks facing the board or in front of writing on board.
31. Models good listening skills.
32. Verbal, nonverbal, and physical behaviors promote communication.
33. Maintains eye contact equally among students.
34. Behavior is free of annoying mannerisms; speech is free of "crutch" words.
35. Calls students by name.
36. Communicates a genuine enthusiasm for the topic at hand and for teaching in general.
37. Appears to show genuine respect for all students.
38. **STUDENT BEHAVIORS**
39. Appear attentive and take notes.
40. Take the initiative to ask questions and participate actively in the class.
41. Seem free to express differing opinions and to challenge the instructor as well as each other.
42. Students in the back of the room are as involved as those sitting elsewhere.