

**Observation Guidelines**

- The observer should arrive at least 10 minutes before class.
- The observer can be briefly introduced to the students, with an equally brief explanation of why the observer is present. Then move on!
- Observers are not to ask questions or participate in activities during class; such behavior can detract from and invalidate the observations.

**Pre-observation discussion/information request**

- What are the main objectives of the class session to be observed?
- Is there background information that you would like us to have before observing the class (homework assignments completed by students, how the class fits into a learning module/unit, what students prepared/will be working on in class, etc.)?

Faculty Member Observed: \_\_\_\_\_

Class Observed: \_\_\_\_\_

Observer \_\_\_\_\_

Date \_\_\_\_\_

# Students \_\_\_\_\_ Technology in room \_\_\_\_\_

Classroom arrangement: \_\_\_\_\_ rows \_\_\_\_\_ fixed/raked seating \_\_\_\_\_ semi/circle  
other \_\_\_\_\_

Please consider the following aspects of class design and classroom management when making your observation. Upload this form and your notes to the observation folder in dropbox. Please name the file: Observation\_CandidateName\_ObserverInitials\_.doc i.e. Observation\_JSmith\_MBE.doc.

Teaching Characteristics to Consider	
Establishes a learning atmosphere	Class management
Establishes connection with students	Starts on time
Demonstrates enthusiasm for class/subject matter	Materials/Technology well organized
Encourages questioning, inquiry and analysis	Responds to atmosphere of class
Appropriately addresses student concerns	Makes accommodations/changes tactics as appropriate
Draws lurkers into conversation/activities	Manages disruptions
Interacts with students/knows their names	Allows time for questions/reflection at end
Clarity in lesson design	Teaching methodology
Clearly states objectives of lesson	Varies classroom activities (i.e., demonstrations, hands-on activities, clickers, engagement techniques; small group collaboration)
Explains how class activities develop learning	Utilizes technology where appropriate
Provides explicit directions for class activities	Explains using variety of methods (i.e., concrete examples, images, charts, text and oral presentations)
Links new material to previously learned/known concepts	
Aligns objectives/activities/assessment	
Engages students	
Primes students for learning (i.e., activates background knowledge, makes connections to students' prior experiences; reviews and links to prior learning) )	
Provides appropriate wait time (does not answer own questions)	
Challenges students to engage in higher level thinking (critically/creatively/integratively)	
Provides opportunities for practice (various active learning techniques)	
Presents/allows for divergent viewpoints	
Allows students to engage with self-directed inquiry, analysis	

## **Observation Notes**

(Please see example in observation folder)