

FORMATIVE CLASSROOM OBSERVATION CHECKLIST

Instructor: _____ Class/Date: _____

BEHAVIORS RELATED TO EFFECTIVE TEACHING	+ Achieved / Developing - Needs Improvement
INTRODUCTORY ACTIVITIES	
States objectives for class session	
Communicates a clear organizational scheme/agenda	
Helps students to recall what they already know	
Communicates the relevance of the lesson	
Provides a rationale for learning activities	
LESSON STRUCTURE & CONTENT	
Connects material to real world examples or students' interests	
Checks understanding through targeted questions or activities	
Defines new terms before using them	
Breaks down complex ideas into simple parts	
Limits key ideas or concepts to fewer than seven	
Paces the lesson appropriately	
Uses statements or examples that do not assume that students share a common cultural perspective	
Provides a clear explanation of learning tasks and assignments	
Provides a summary of key points or ideas that includes a transition to the next lesson	
STUDENT INTERACTION, ENGAGEMENT, & FEEDBACK	
Exhibits or expresses enthusiasm about the topic	
Addresses students by name	
Promotes whole-class participation and engagement	
Gives students varied, multimodal means of engaging in class and/or expressing their learning	
Provides opportunities for active learning	
Demonstrates adaptability in response to students' needs	
Provides improvement-focused feedback on students' responses to questions or activities	
Uses growth mindset language and practices (e.g. reinforces that students can improve with practice, praises effort, encourages productive mistake-making)	
Invites student questions multiple times	
Demonstrates respect when responding to students	

<u>ACCESSIBILITY</u>	
Easily heard	
Enunciation is clear	
Faces the class when speaking	
Provides explanations for visuals (as opposed to reading them)	
Visual information easily seen	
Audio easily heard if used	
Slides have minimal text and relevant visuals	
Diagrams, charts, and maps are labeled clearly	
Purpose of media explained	

What are the observed teaching strengths?

How could teaching be improved?

Additional Comments: