Teaching Observation Checklist

Mechanics
__Begins and ends class on time

Scholarship
__Includes applications for problem solving and decision-making
__Distinguishes between fact and opinion, data and interpretation
__Emphasizes ways of solving problems rather than solutions
__are important points properly emphasized?

Opening
__Focuses student attention (by demonstration, activity, questions, etc,) before launching into lecture proper
__Presents broader framework within which day’s topic can be placed and related
__States goals or objectives for class sessions.
__Starts slowly, allowing class to “warm up”

Structure and Clarity
__Indicates transitions

Pace:
__seems about right
__seems too slow
__seems too fast
__all one speed; no variation

Classroom Relationships
__Calls students by name
__Gives motivational cues,
__Shifts easily from presentation mode to questioning or discussion mode
__Provides opportunities for and encourages audience participation and questions
__Makes sure that comments or questions have been heard by all
__Checks to see whether answer has been understood
__Are questions from students treated seriously or as interruptions?
__What are they doing?—taking notes; looking over prepared notes?
__General attentiveness

Conclusion
__Draws together contributions of various members of the group
__Summarizes and draws new conceptualizations at end

Involving Students
__Prevents or terminates discussion monopolies
__Encourages and guides critical thinking
__Demonstrates a rapport with students

Quality and Content of Discussion
__Pursues student ideas when they are not clearly expressed
__Intervenes when discussion gets off the track
__Summarizes discussion periodically

Role of Teacher
__Paraphrases student comments for his own or students’ understanding
**Controversial Issues**
- Encourages students to interact directly by asking students to comment on each other’s remarks and/or by asking one student to respond directly to another
- Encourages students to examine a variety of points of view before drawing conclusions or making judgments

**Mechanics**
- Sees that everyone hears question and answer
- Calls on non-volunteers as well as volunteers
- Allows time after question for formulation of good answers
- Allows time after answer to consider it
- Invites alternative or additional answers
- Involves a large proportion of the class

**Design of the Questions**
- Questions are easily understood, clear in intent and precisely expressed
- Prompts with hints, rephrased or simplified questions
- Asks questions on matters of opinion, where any answer is right
- Asks questions that relate to the experience of the student
- Requires student to support answer with evidence or argument

**Class Atmosphere**
- Lets students know they are free not to respond
  - Makes it:
    - safe” to speak
    - safe” to be wrong
- Allow students to respond to one another

**Reception of Answers**
- Follows up short or inadequate answers with a probing response that requires student to extend or improve his answer
- Accepts and acknowledges all answers (“I see what you mean,”) or by reflecting, clarifying, or summarizing
- Praises answer
- Encourages students to evaluate their own or one another’s answers (what would happen if you did it that way?)