

PART-TIME FACULTY CLASSROOM OBSERVATION FORM

Instructor:

School/College:

Course number and section:

Date/Time of observation:

Approximate number of students in class:

Observer:

Department/Program:

Course Format: (Lecture, seminar, etc.)

Location:

Below is a list of items and behaviors that may be observed in a classroom. The list is not exhaustive; please add items/content areas as necessary to provide a complete and substantive evaluation. For each item, please check whether or not you observed it (i.e., yes, yes with qualification, or no). Wherever possible, please add (instructive or constructive) comments that can help the instructor improve his or her teaching and enhance student learning.

Evaluation Item	Observation	Comments
Organization and Preparation		
Begins and ends class on time	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Appears well-prepared for class and topic being presented or discussed	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Keeps focus of the class on major topic	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Uses class time effectively (e.g., pacing, balancing lecture and discussion)	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	

PART-TIME FACULTY CLASSROOM OBSERVATION FORM

Evaluation Item	Observation	Comments
Other things to consider: <ul style="list-style-type: none"> • Uses technology appropriately 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
<ul style="list-style-type: none"> • If using technology, checks that it is working prior to start of class 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Instructional Delivery/Presentation		
Speaks audibly and clearly	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Presentation is well-organized	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Presentation is appropriate for students' academic level.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Avoids extended reading from notes or text.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Demonstrates mastery of the material presented	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Presents contrasting points of view appropriately	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	

PART-TIME FACULTY CLASSROOM OBSERVATION FORM

Evaluation Item	Observation	Comments
Other things to consider: <ul style="list-style-type: none"> • Engages students with effective instructional strategies (e.g., vocal cadence, group discussions, visual aids, technology) 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
<ul style="list-style-type: none"> • Defines and explains new or unfamiliar terms, concepts, and principles 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
<ul style="list-style-type: none"> • Explains important and difficult ideas clearly 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
<ul style="list-style-type: none"> • Provides examples, illustrations, or applications to clarify abstract concepts 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
<ul style="list-style-type: none"> • Uses alternate explanations when students do not understand 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
<ul style="list-style-type: none"> • Uses available technology 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
<ul style="list-style-type: none"> • Writes legibly and clearly on the board 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Rapport and Interaction with Students		
Encourages students to participate in discussion	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	

PART-TIME FACULTY CLASSROOM OBSERVATION FORM

Evaluation Item	Observation	Comments
Asks challenging questions to stimulate discussion or thought	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Answers students questions effectively and appropriately	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Gracefully and effectively guides student discussion	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Respects students' diverse points of view	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Maintains a class atmosphere that is conducive to learning	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Treats students with respect	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
Other things to consider: <ul style="list-style-type: none"> • Allows appropriate "wait time" when asking students questions 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	
<ul style="list-style-type: none"> • Appropriately restrains students who monopolize class time 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes with qualification <input type="checkbox"/> No <input type="checkbox"/> No with qualification	

PART-TIME FACULTY CLASSROOM OBSERVATION FORM

Summary of teaching effectiveness	Comments
What instructional strengths did you observe in the class?	
What aspects of the teaching need immediate improvement?	
What suggestions do you have to help the instructor improve his or her teaching or student learning?	
Other observations and general comments (attach additional pages if necessary)	