# Example Checklist: Classroom Observation Form

Checklist forms focus on description, the presence or absence of certain characteristics. The specific items can be answered “yes” or “no” or can be measures of frequency, such as “always, often, sometimes, never.” Comments can be used by the observer to explain the rationale for choosing the rating or for providing additional information to the observed. The checklist form can be a starting point for initial observation.

Instructor: Department: Date Time:

Course #: Course Title:

Observed by:

## Instructor preparation and organization

* The instructor arrives to class on time.
* The instructor states the relation of the class to the previous one.
* The instructor uses technology or other classroom materials as needed and appropriately.
* The instructor makes transitional statements between class segments.
* The instructor conveys the purpose and goal for each of the class activities.
* The instructor summarizes periodically and at the end of the class.

## Instructional strategies: Variety and pacing of instruction

* More than one form of instruction is used, i.e., simulations, discussions, case studies.
* The instructor uses appropriate questions.
* The instructor pauses after asking questions.
* The instructor accepts student responses.
* The instructor helps students extend their responses.
* The instructor appropriately facilitates the direction of the discussion.
* The instructor provides time for students to complete learning tasks, such as group work.
* The difficulty level of the activities is appropriate.
* The instructor is able to complete the topics scheduled for the class.

## Content knowledge

* The instructor identifies accurate and important sources, perspectives, and authorities in the discipline.
* The instructor identifies accurate and important sources, perspectives, and authorities in the industry.
* The instructor elaborates on terms and concepts.
* The instructor emphasizes major points in the delivery of the subject matter.
* For graduate level courses and as appropriate, the instructor incorporates current research in the discipline.

## Presentation skills

* The instructor’s voice is audible**.**
* The instructor’s voice is comprehensible.
* The instructor varies the tone and pitch of voice for emphasis and interest.
* The instructor avoids distracting mannerisms.
* The instructor establishes eye contact throughout the class.
* The instructor avoids prolonged reading from notes or texts.
* The instructor speaks at a pace that allows students to participate and take notes.

## Teacher-student rapport and engagement

* The instructor welcomes students into the class.
* The instructor is attentive to student non-verbal communication, i.e., comprehension and puzzlement.
* The instructor provides feedback at given intervals.
* Evaluation of student procedures/techniques/activities/responses is constructive.
* The instructor uses positive reinforcement.
* The instructor incorporates student ideas into the class.
* The instructor exhibits an appreciation of student diversity.

## Classroom Management

* The students generally seem engaged and on-task.
* The instructor draws non-participating students into the classroom environment.
* The instructor prevents specific students from dominating the classroom environment.
* The instructor maintains a classroom environment that is inclusive and conducive to learning.
* The instructor is available to the students throughout the class session.
* The instructor mediates conflict or differences of opinion.
* The instructor provides clear explanations and answers to student questions.
* The instructor provides clear directions for student activities.

## Inclusive Classroom

* The instructor’s syllabus, textbooks, resources, and content recognize and represent a diversity of backgrounds, identities, experiences, beliefs, and values.
* The instructor maintains a classroom environment that is inclusive and conducive to learning.
* The instructor provides clear directions for and explanations of evaluation practices.

## Other observational comments:

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