

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?)