

# Teaching Observation Form

Teacher being observed: \_\_\_\_\_

Observer: \_\_\_\_\_

Course: \_\_\_\_\_

Date and time: \_\_\_\_\_

Approximate number of students in attendance: \_\_\_\_\_

Topics taught during observation: \_\_\_\_\_

\_\_\_\_\_

Please summarize your classroom observations in each of the following areas. There is space provided at the end for additional comments, and you should feel free to add or attach more comments or supporting materials if you feel it is appropriate.

## 1. Lecture/Classroom Technique

Board work (organization, handwriting, text size)

*Not observed*      *Poor*      *Acceptable*      *Good*      *Excellent*

Spoken communication (volume, clarity of speech)

*Not observed*      *Poor*      *Acceptable*      *Good*      *Excellent*

Demeanor and presence (positivity, command of the room)

*Not observed*      *Poor*      *Acceptable*      *Good*      *Excellent*

Organization and preparation (instructor came prepared with a clear plan)

*Not observed*      *Poor*      *Acceptable*      *Good*      *Excellent*

Clarity of presentation (mathematical clarity)

*Not observed*      *Poor*      *Acceptable*      *Good*      *Excellent*

Give context to your ratings with examples and/or additional comments.

## 2. Interaction with Students

What proportion of students seem to be paying attention and engaged with the class?

*very few*

*about half*

*most*

*almost all*

Rate the extent to which the instructor has created an inclusive atmosphere in the room, conducive to student engagement.

*Not observed*

*Poor*

*Acceptable*

*Good*

*Excellent*

Rate the way in which the instructor responds to student contributions.

*Not observed*

*Poor*

*Acceptable*

*Good*

*Excellent*

Give context to your ratings with examples...

...What techniques does the instructor use to elicit student questioning and discussion? Does the instructor make an effort to elicit contributions from many different students?

...In what ways does the instructor attempt to assess student understanding or understand student thinking?

...What opportunities are there for students to interact with each other?

### 3. Mathematical Content

Rate how well the material covered in the class was motivated and placed in context.

*Not observed*      *Poor*      *Acceptable*      *Good*      *Excellent*

Rate how well the class activities were paced and sequenced. Did the ideas build in a way that made sense?

*Not observed*      *Poor*      *Acceptable*      *Good*      *Excellent*

Rate the level of difficulty. Was the level appropriate to the course?

*Not observed*      *Poor*      *Acceptable*      *Good*      *Excellent*

Rate the use of class time. Was there a good balance of examples to theory? Was sufficient time given to difficult examples?

*Not observed*      *Poor*      *Acceptable*      *Good*      *Excellent*

Give context to your ratings with examples and/or additional comments.

#### **4. Additional Comments**

Please write any additional or summary comments here. This could include commentary on things not covered by this form, such as the use of Course Assistants or classroom technology. A timeline of the class is also often a useful record to have and could be written here.

#### **5. Areas of excellence and areas for growth**

Please list up to three areas of excellence and up to three areas for growth.