**Classroom Observation**

**Checklist[[1]](#footnote-1)**

**NOTE: This is a "Checklist" form, not a scaled rating form. It asks reviewers to indicate the presence of teaching activities/behaviors already established as indicative of high quality teaching. This kind of form contrasts with scaled forms which, to ensure statistical reliability and validity, require that all reviewers agree, in advance, on the meaning of each score or level.**

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor: |  | Date: |  |
| Course No.: |  | Time: |  |
| Type of Course: Course Title: | Online/fully asynchronous Remote/Synchronous:  Review of synchronous only Review of synchronous and asynchronous material | Course Level: |  |
| Reviewer: |  | No. Students: |  |

Directions: Indicate with a check (🗸) the presence of the following actions and behaviors that indicate high quality teaching. Leave blank items you do not observe. Use N/A if an item is not relevant for this class or the instructor’s teaching style.

**Variety and Pacing of Instruction**

|  |  |
| --- | --- |
|  | uses more than one form of instruction |
|  | pauses after asking questions |
|  | draws non-participating students into activities/discussions |
|  | prevents specific students from dominating activities/discussions |
|  | helps students extend their responses |
|  | guides the direction of discussion |
|  | mediates conflict or differences of opinion |
|  | demonstrates social work practice skills such as active listening appears to be cognizant of the needs of adult learners (e.g., meaningful relevant information what is expected of them activities as a vehicle for learning have their experience respected receive info in a variety of ways actively involved in the learning process have a sense of self-direction need feedback about their performance and opportunities to apply and practice new skills when applicable. |
|  | provides explicit directions for active learning tasks (e.g. rationale, duration, product) |
|  | allows sufficient time to complete tasks such as group work |
|  | specifies how learning tasks will be evaluated (if at all) |

Examples of instructor actions or behaviors that support the ratings above.

**Organization**

|  |  |
| --- | --- |
|  | arrives on time |
|  | relates the content of this course with content of previous courses(es) in the social work curriculum or provides students with an opportunity to do so (e.g., underscores specific content in the course with appropriate social work competencies and values when the opportunities presents themselves) |
|  | provides class goals or objectives for the class session |
|  | provides an outline or organization for the class session |
|  | knows how to use the educational technology needed for the class |
|  | locates class materials as needed – i.e. is prepared with teaching materials and accesses them to use in the class. |
|  | makes transitional statements between class segments |
|  | conveys the purpose of each class activity or assignment |
|  | completes the scheduled topics |
|  | summarizes periodically and at the end of class (or prompts students to do so) |

Examples of instructor actions or behaviors that support the ratings above.

**Presentation Skills**

|  |  |
| --- | --- |
|  | is audible to all students |
|  | articulates words so that they are understandable to students, and/or visually represents words that might he difficult for students to hear |
|  | varies the tone and pitch of voice for emphasis and interest |
|  | speaks at a pace that permits students to understand and take notes |
|  | establishes and maintains eye contact |
|  | avoids over-reliance on reading content from notes, slides, or texts |
|  | avoids distracting mannerisms |
|  | uses visual aids effectively (e.g. when appropriate to reinforce a concept, legible handwriting, readable slides) |

Examples of instructor actions or behaviors that support the ratings above.

**Clarity**

|  |  |
| --- | --- |
|  | notes new terms or concepts |
|  | elaborates or repeats complex information |
|  | uses examples to explain content |
|  | makes explicit statements drawing student attention to certain ideas |
|  | pauses during explanations to ask and answer questions |

Examples of instructor actions or behaviors that support the ratings above.

**Content Knowledge**

|  |  |
| --- | --- |
|  | makes statements that are accurate according to the standards of the field |
|  | incorporates current research in the profession |
|  | identifies sources, perspectives, and authorities in the field |
|  | identifies *diverse* sources, perspectives, and authorities in the field (when appropriate?) |
|  | communicates the reasoning process, values, knowledge base, behind practice skills and interventions |

Examples of instructor actions or behaviors that support the ratings above.

**Instructor-Student Rapport**

|  |  |
| --- | --- |
|  | attends respectfully to student comprehension or puzzlement |
|  | invites students’ participation and comments |
|  | treats students as individuals, e.g. uses students’ names |
|  | provides periodic feedback |
|  | incorporates student ideas into class |
|  | uses positive reinforcement (i.e. doesn’t punish or deliberately embarrass students in class) |

Examples of instructor actions or behaviors that support the ratings above.

1. Adapted by Angela R. Linse, Executive Director, Schreyer Institute for Teaching Excellence, Penn State, from Chism, N.V.N. (1999) Chapter 6: Classroom Observation, *Peer Review of Teaching: A Sourcebook,* Bolton, MA: Anker. [↑](#footnote-ref-1)