Instructional Observation Form for the Peer Collaboration Network

1. ORGANIZATION

[ ]   Begins class on time in an orderly, organized fashion.

[ ]   Previews lecture/discussion content

[ ]   Clearly states the goal or objective for the period

[ ]   Reviews prior class material to prepare students for the content to be covered

[ ]   Provides internal summaries and transitions

[ ]   Does not digress often from the main topic

[ ]   Summaries and distills main points at the end of class

[ ]   Appears well-prepared for class

2. PRESENTATION

[ ]   Incorporates various instructional supports like slides, films, diagrams, etc.

[ ]   Uses instructional support effectively

[ ]   Responds to changes in student attentiveness

[ ]   Uses a variety of spaces in the classroom from which to present material (i.e., does not "hide" behind the podium)

[ ]   Blackboard writing is large and legible

[ ]   Speech fillers, (for example, "OK, ahm") are not distracting

[ ]   Speaks audibly and clearly

[ ]   Uses gestures to enhance meaning and not to release nervous tension (repetitive gestures tend to do the latter)

[ ]   Communicates a sense of enthusiasm and excitement toward the content

[ ]   Use of humor is positive and appropriate

[ ]   Presentation style facilitates note-taking

[ ]   Speech is neither too formal nor too casual

[ ]   Establishes and maintains eye contact with students

[ ]   Talks to the students, not the board or windows

[ ]   Varies the pace to keep students alert

[ ]   Selects teaching methods appropriate for the content

3. RAPPORT

[ ]   Praises students for contributions that deserve commendation

[ ]   Solicits student feedback

[ ]   Requires student thought and participation

[ ]   Responds constructively to student opinions

[ ]   Knows and uses student names

[ ]   Does not deprecate student ignorance or misunderstanding

[ ]   Responds to students as individuals

[ ]   Treats class members equitably

[ ]   Listens carefully to student comments and questions

[ ]   Tailors the course to help many kinds of students

[ ]   Recognizes when students do not understand

[ ]   Encourages mutual respect among students

[ ]   Credibility and control

[ ]   Responds to distractions effectively yet constructively

[ ]   Demonstrates content-competence

[ ]   Responds confidently to student inquiries for additional information

[ ]   Uses authority in classroom to create an environment conducive to learning

[ ]   Speaks about course content with confidence and authority

[ ]   Is able to admit error and/or sufficient knowledge

[ ]   Respects constructive criticism

4. CONTENT

[ ]   Includes illustrations

[ ]   Selects examples relevant to student experiences and course content

[ ]   Integrates text material into class presentations

[ ]   Relates current course content to what's gone before and will come after

[ ]   Relates current course content to students' general education

[ ]   Makes course content relevant with references to "real world" applications

[ ]   Presents views other than own when appropriate

Adapted from: Weimer, M., Parrett, J., & Kerns, M. (2002) *How Am I Teaching?: Forms & Activities for Acquiring Instructional Input.* Madison, Wisconsin: Atwood Publishing.

[ ]   Seeks to apply theory to problem-solving

[ ]   Explicitly states relationships among various topics and facts/theory

[ ]   Explains difficult terms, concepts, or problems in more than one way

[ ]   Presents background of ideas and concepts

[ ]   Presents pertinent facts and concepts from related fields

[ ]   Presents up-to-date developments in the field

[ ]   Relates assignments to course content

[ ]   Clearly organizes assignments

[ ]   Carefully explains assignments

5. INTERACTION

[ ]   Encourages student questions, involvement, and debate

[ ]   Answers student questions clearly and directly

[ ]   Uses rhetorical questions to gain student attention

[ ]   Gives students enough time to respond to questions

[ ]   Refrains from answering own questions

[ ]   Responds to wrong answers constructively

[ ]   Allows ample time for questions

[ ]   Encourages students to respond to each other's questions

[ ]   Encourages students to answer difficult questions by providing cues and
        encouragement

[ ]   Allows relevant student discussion to proceed uninterrupted

[ ]   Presents challenging questions to stimulate discussion

[ ]   Respects diverse points of view

6. ACTIVE LEARNING (LABS, PE ACTIVITIES, ETC.)

[ ]   Clearly explains directions or procedures

[ ]   Clearly explains the goal of the activity

[ ]   Has readily available materials and equipment necessary to complete the activity

[ ]   Allows opportunity for individual expression

[ ]   Provides practice time

[ ]   Gives prompt attention to individual problems

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[ ]   Provides individuals constructive verbal feedback

[ ]   Careful safety supervision is obvious

[ ]   Allows sufficient time for completion

[ ]   Provides enough demonstrations

[ ]   Demonstrations are clearly visible to all students

[ ]   If the discovery method is employed, schedules time for discussion of results

[ ]   Required skills are not beyond reasonable expectations for the course and/or students

[ ]   Provides opportunities for dialogue about the activity with peers and/or the instructor

[ ]   Allocates sufficient clean-up time within class section

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