Part II-Teaching Observation Form

Instructor: _____   **Date:** _____

Class & section: _____   **Time (start – end):** _____ — _____

Subjects covered: _____

Observer: _____

If online course: ❑ online only   ❑ hybrid
Online activity reviewed? ❑ yes   ❑ no

Evaluation of Teaching Effectiveness

Please evaluate the degree of teaching effectiveness displayed by the instructor during the session you observed.
The examples underneath each option serve as *illustrative* examples of teaching effectiveness at each level.
You do not have to observe each behavior to assign a rating in that respective category.

Knowledge of Subject Matter

❑	❑	❑	❑	❑
unsatisfactory	*needs improvement*	*satisfactory*	*above average*	*exceptional*
displays weak knowledge of subject matter; makes frequent errors; conveys inaccuracies that contribute to making the content incomprehensible to students; does not correct student content errors	displays only basic knowledge of subject matter; sometimes demonstrates minor content inaccuracies; fails to address students' content related misconceptions	displays solid knowledge of subject matter; does not demonstrate content inaccuracies; addresses some common content-related misconceptions as they arise	displays very good knowledge of subject matter and sometimes makes connections to other parts of the discipline; addresses all of students' content-related misconceptions as they arise	displays excellent knowledge of subject matter and frequently makes connections across disciplines; links theory to applied examples; anticipates and addresses students' content-related misconceptions

Organization of Class Session

❑	❑	❑	❑	❑
unsatisfactory	*needs improvement*	*satisfactory*	*above average*	*exceptional*
does not communicate structure or objectives of class session; instructional materials or activities are poorly designed or absent; poor time-management or punctuality, pacing significantly too fast or too slow for most students	communicates unclear structure or objectives for class session; some instructional materials or activities are not aligned with instructional goals; time allocation is unrealistic and pacing too fast or too slow for many students	communicates appropriate structure and objectives for class session; pacing is sensitive to most students' capabilities	communicates coherent structure and clear objectives for class session; provides instructional materials and activities are aligned with objectives; pacing is sensitive to majority of students' capabilities	communicates coherent structure and clear objectives and provides direction throughout class session; instructional materials and activities are highly relevant to objectives; pacing is appropriate and allows for reflection

Instructional Delivery

❑	❑	❑	❑	❑
unsatisfactory	*needs improvement*	*satisfactory*	*above average*	*exceptional*
lacks skills necessary to teach effectively; uses inappropriate instructional strategies; fails to adjust delivery to students' needs; oral communication is inaudible, incorrect, or otherwise inappropriate	displays only basic teaching skills; uses only one instructional strategy that is not entirely appropriate to class content; has difficulties adjusting delivery to students' needs; oral communication is sometimes not professional or appropriate, could be clearer or more effective	displays effective teaching skills; uses an instructional strategy that is appropriate to class content; occasionally adjust delivery to students' needs; oral communication is always audible and appropriate, usually effective	displays very good teaching skills; uses a range of effective instructional strategies appropriate to class content; adjusts delivery to students' needs; oral communication is always audible, appropriate, and professional, always clear and effective	displays extraordinary teaching skills; uses broad repertoire of instructional strategies that are effective and appropriate to class content, including classroom technology; anticipates students' needs in delivery of content; oral communication is expressive and clear, well-chosen vocabulary enriches communication

Learning Environment

☐ *unsatisfactory*	☐ *needs improvement*	☐ *satisfactory*	☐ *above average*	☐ *exceptional*
shows little awareness of students' progress or understanding; interactions with students are negative, demeaning, and/or inappropriate; tolerates frequent inappropriate and/or disrespectful interaction among students	sets low standards or rarely checks for student understanding; rarely provides feedback to students regarding their contributions; some interactions with students are unprofessional; occasionally tolerates inappropriate and/or disrespectful interaction among students	sets appropriate standards and occasionally checks for student understanding; typically provides feedback to students regarding their contributions; interactions with students are generally appropriate and friendly; interaction among students is generally respectful	sets high standards for student learning and sometimes checks for student understanding; routinely provides feedback to students regarding their contribution; interaction with students are always appropriate and demonstrate positive rapport; interaction among students is always respectful	sets high standards for student learning and routinely checks for student understanding; always provides substantive feedback to students regarding their contributions; interaction with students demonstrate positive rapport, mutual respect, and care for all individuals; interaction among students is always respectful

Classroom Management

☐ *unsatisfactory*	☐ *needs improvement*	☐ *satisfactory*	☐ *above average*	☐ *exceptional*
the majority of students display disruptive behaviors; does not monitor student behavior; does not respond appropriately to student misbehavior; loses significant proportion of class time by dealing with student misbehavior	standards of conduct are lax and a significant number of students display disruptive behavior; rarely monitors student behavior; responds inconsistently to student misbehavior; loses some proportion of class time by dealing with student misbehavior	standards of conduct appear to have been established and most students seem to follow them; monitors student behavior appropriately; responds consistently to student misbehavior	standards of conduct are clearly established and followed by the majority of students; monitors student behavior proactively; responds consistently and appropriately to student misbehavior	high and appropriate standards of conduct are being followed by nearly all students; monitors student behavior in a manner that anticipates and prevents problems; responds consistently and appropriately to student misbehavior and in doing so considers need of student and rest of class

Student Engagement

☐ *unsatisfactory*	☐ *needs improvement*	☐ *satisfactory*	☐ *above average*	☐ *exceptional*
does not invite student interaction; does not elicit student responses to questions; conveys a negative attitude toward the content, suggesting it is not important or mandated by the curriculum	invites interaction but does not pursue the active participation of all students; discussions are limited to question and answer sessions	stimulates active participation of many students, but not discussion among students; discussions between instructor and students go beyond clarifications	successfully engages students, also in discussions among themselves; creates situations that challenge students to think about the content being taught;	successfully engages a majority of students in discussions, frequently among themselves; creates situations that challenge students to think independently, creatively, or critically about the content being taught; conveys genuine enthusiasm for the subject

Notes: