

Observing Teaching

The following items may be used to structure your class observation, but they are not intended as “test items” for the instructor. We all have different styles of learning, and I offer these to you if you tend to prefer to have such an organizing structure. My own preference [as an ENFJ] is to try to simultaneously be both student and observer in the classroom, imagining how well I am learning (or not learning) from the lesson and trying to identify the factors that are either facilitating or inhibiting my learning. Whatever method you choose, your response to the instructor should be in a descriptive format rather than “bullets.”

Organization

- ❑ Begins class on time in an orderly, organized fashion
- ❑ Previews lesson content
- ❑ Clearly states to goal or objective for the period
- ❑ Reviews prior class material to prepare students for the content to be covered
- ❑ Provides internal summaries and effective transitions
- ❑ Summarizes and distills main points at the end of class

Presentation

- ❑ Communicates a sense of enthusiasm and excitement toward the content
- ❑ Speaks audibly and clearly
- ❑ Establishes and maintains eye contact with students
- ❑ Uses instructional methods appropriate for the content
- ❑ Uses chalkboard effectively and incorporates other instructional supports appropriately
- ❑ Responds to changes in student attentiveness

Rapport

- ❑ Uses authority in classroom to create an environment conducive to learning
- ❑ Solicits student feedback
- ❑ Requires student thought and participation
- ❑ Listens carefully to student comments and questions
- ❑ Recognizes when students do not understand

Responds confidently to student inquiries for additional information

Is able to admit error and/or insufficient knowledge

Content

Selects examples relevant to student experiences and course content

Relates current course content to past and future subjects

Explains difficult terms, concepts, or problems effectively

Provides relevant, concrete illustrations for abstract ideas/concepts

Relates assignments to course content

Interaction

Encourages student questions and involvement

Answers student questions clearly and directly

Gives students enough time to respond to questions

Refrains from answering own questions

Responds to wrong answers constructively

Encourages students to answer difficult questions by providing cues and assistance

Respects diverse points of view

Sustain:

Improve: