

Instructional Observation Feedback

Instructor:

Course/Topic:

Date:

Time:

Observer:

Keep in mind that if a prompt in one of the lists below is labeled "not observed," it does not mean that you did something poorly or missed a particular teaching element. It simply indicates that during this particular observation, the trait was not observed. It may or may not be evident on another day and is included for your self-reflection.

ORGANIZATION

- Previews lecture/discussion content
- Clearly states the goal or objective for the period
- Reviews background material to prepare students for the content to be covered
- Provides internal summaries and transitions
- Does not digress often from the main topic
- Summarizes and distills main points at the end of class
- Appears well-prepared for class
- Organizes time efficiently

PRESENTATION

- Incorporates various instructional supports like slides, films, diagrams, etc.
- Uses instructional support effectively
- Selects teaching methods appropriate for the content
- 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
- Speech is neither too formal not too casual
- Speaks audibly and clearly
- Talks to the students, not the board or windows
- Varies the pace to keep students alert
- Establishes and maintains eye contact with students
- 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

green= observed and done well

pink= needs discussion

yellow= not observed on this day

RAPPORT

- Knows and uses student names
- Solicits student feedback
- Requires student thought and participation
- Praises students for contributions that deserve commendation
- Responds constructively to student opinions
- Responds to students as individuals
- Treats class members equitably
- Listens carefully to student comments and questions
- Recognizes when students do not understand
- Does not deprecate student ignorance or misunderstanding
- Creates an inclusive learning environment
- Encourages mutual respect among students
- Demonstrates credibility and control
- Is able to admit error and/or insufficient knowledge
- Responds to distractions effectively yet constructively
- Speaks about course content with confidence and authority
- Uses authority in classroom to create an environment conducive to learning

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 student questions
- Encourages students to respond to each other's questions—*see suggestions below and in letter*
- 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

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CONTENT

- Includes illustrations
- Integrates text material into class presentations
- Selects examples relevant to student experiences and course content
- Makes course content relevant with references to “real world” applications
- Presents views other than own when appropriate
- 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

STRENGTHS

SUGGESTIONS

green= observed and done well
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