

CLASSROOM OBSERVATIONS GUIDELINE SHEET

Classroom evaluation is the hardest aspect of evaluation to standardize, but virtually everything written from an administrative or faculty evaluator's perspective can fit into one of the five major headings below. The questions beneath the headings are intended to be suggestive, not exhaustive.

CLASSROOM VISITS

Breadth and Depth of Instruction

1. Does the instructor appear knowledgeable in the discipline under review?
2. Is factual material presented without numerous changes and corrections?
3. Does the instructor offer directions for further study for the interested/advanced student, if the opportunity presents itself?
4. Are questions handled with clear responses the majority of the time, if the questions are factually oriented, rather than interpretations?
5. Are an array of interpretations presented where appropriate? Are the interpretations balanced in terms of the spectrum of the discipline? Are students encouraged to question presentation material?

Use of Instructional Methods and Techniques

1. Are oral presentations clearly organized and presented in a clear manner?
2. Is the organizational pattern utilized appropriate to the nature of the subject or session? (i.e., topical for analytical, sequential for process)
3. Is eye contact common? Are feedback questions used frequently to determine understanding? Is participation widespread?
4. Are open-ended questions utilized?
5. Are media—whether chalkboard, handouts, or AV equipment—used in ways which enhance learning, rather than distracting from it?

Effectiveness of Communication

1. Was the organization of materials clear and understandable?
2. Were the tone and level of voice appropriate?
3. Was there frequent eye contact with students? Did contact include most students, or only a few?
4. Were "feedback questions" or other devices used to check student understanding?
5. Was material re-presented, if the need arose?

Rapport

1. Was there ample evidence that students felt comfortable interacting with the instructor?
2. Was the atmosphere appropriate to the nature of the college, of the subject, of the presentation?
3. Was humor used? If so, was it used appropriately?
4. Were students generally supportive of the instructor's efforts? Were there significant behavioral problems?

Overall Effectiveness of Instruction

What do you think? Did you see an effective class? Describe it in terms relative to college norms and the potential of the instructor.