The CTL Observation Form is designed to reflect evidence-based teaching practices that support high-quality instruction, positive learning experiences, and engagement for all students.

The goals and context of this observation and observation report were discussed beforehand in a meeting between the observer and the faculty member.

Classroom Observation Form

**Date of observation:**

Observer name:

# Course Information

Course name:

Instructor name:

Session topics:

Course Level: Fresh.  Soph.  Jr.  Sr.  Grad.

Number of students present/class size:

Course syllabus includes:

Profiles of Learning for Undergraduate Success (undergraduate course)

Principles of Graduate and Professional Learning (graduate and professional course)

Disciplinary and/or accreditation body competencies

Learning Objectives

# Classroom Setting

Class duration:

Classroom arrangement:

Instructional formats observed (Check all that apply.)

Lecture Only (Lecture with only occasional student participation)

Interactive Lecture (Lecture with periodic planned opportunities for student interaction with content)

Discussions/Group Activities (Group work or discussion, along with occasional lecture)

Activity-based instruction

Laboratory

Studio

Clinic

# Teaching characteristics and indicators

1. **Learning Objectives and Alignment** - Instructor conveyed class objectives clearly.

Connected objective to previous class objectives

Connected objectives to future class objectives

Connected objectives to class activities

Delivered content (or conducted activities) relevant to the objectives (if observer is a subject matter expert)

1. **Planning and Organization** – Instructor carefully designed class session plan.

Connected concepts, activities, and/or skills from prior class meetings

Articulated the purpose and value of concepts, activities, and/or skills

Selected tools and technologies that are accessible for all students

Used a concluding activity or summary to close the class meeting

Offered multiple modes of student engagement (e.g., verbal, written, collaborative)

Activity design encourages broad student participation

Selected strategies aligned with stated objectives (e.g., discussion, debate, problem-solving, data analysis, practicing clinical skills, experimentation, peer review/critique)

Selected examples reflect a range of disciplinary and/or real-world perspectives

1. **Implementation of Class Session Plan** - Instructor implemented class session plan appropriately to achieve stated objectives.

Paced instruction appropriately to give students time to process learning and ask questions, and/or discuss

Used tools and technologies effectively to facilitate learning activities to achieve objectives

Referenced class policies, assignments, schedule and due dates as appropriate

Modeled delivery of constructive and developmental feedback

Effectively transitioned from one concept (or activity, or skill) to another

Managed time effectively to pursue stated objectives

1. **Facilitation of Learning** - The instructor effectively facilitated classroom activities.

Stated and reminded students of the objectives of the activities

Explained activities process and expected deliverables

Monitored progress and productivity of activities

Encouraged all students to contribute and participate

Encouraged student engagement with peers

Encouraged student engagement with instructor

Prompted students to use prior knowledge to interpret new class information

Asked questions to promote students’ critical thinking skills

Encouraged students to build initial ideas into thoughtful contributions

Encouraged students to make connections between course content and their own prior knowledge and/or experiences

Discussed study strategies that seemed appropriate for learning goals

Discussed study strategies that addressed a range of learning readiness levels

Invited students to share and consider multiple disciplinary and/or contextual perspectives

1. **Learning Environment** – The instructor promoted positive instructor-student and student-student engagement.

Fostered a respectful and supportive learning environment (e.g., referenced classroom norms, encouraged participation from all students, addressed classroom disruptions)

Made an effort to communicate clearly at a volume level that was audible at the back of the room

Made an effort to interact with all students

Demonstrated respect in responding to students (e.g., calling on students using their names, answering questions, addressing requests for clarification)

Modeled respect for differing perspectives

1. **Assessment of Learning** – The instructor gathered data to assess student learning.

Used low-stakes assessment tied to learning goals to check student understanding and provide appropriate feedback (e.g., minute paper, poll, debrief, peer critique)

Used low-stakes assessments in a variety of modalities appropriate to course content and student expression (e.g., speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video)

Connected low-stakes assessments to high-stakes assessments when applicable

Guided students to reflect on their learning based on class activities

Gathered formal or informal feedback from students to guide instructional adjustment and clarification (e.g., about the class session, learning activities, points for clarification, etc.)

1. **Student Engagement** – The students appeared engaged in their learning.

Most students engaged in class activities (e.g., taking notes, discussions, labs, group work)

Students interacted with instructor and each other respectfully

Students appeared comfortable asking questions to clarify understanding

# Summary

## Strengths

## Opportunities for Improvement and Recommendations