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