# Teaching Observation Instructor Worksheet

Prior to the scheduled observation, answer the following questions and share this sheet with the observer along with a copy of your course syllabus and calendar.

<table>
<thead>
<tr>
<th>Course Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location and Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students enrolled:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes for lesson observed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

## Course Overview
- How many times have you taught this course?
- How has it evolved over time?
- What are you particularly happy with?
- What would you change and why?

## Professional Growth
- What teaching-related professional development have you engaged in?
- How has professional development impacted the way you teach?

## Requests
Do you have specific questions for the observer (i.e. request for feedback on specific activities or classroom interactions)?

## Materials attached
Attach a copy of your syllabus and other relevant course materials.

# Teaching Observation Summary

<table>
<thead>
<tr>
<th>Faculty observed:</th>
<th>Students attending:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Date/Time:</td>
<td>Consultant:</td>
</tr>
</tbody>
</table>

At the initiative of the instructor, the consultant conducted this classroom observation. This report is based on the consultant’s review of course materials provided by the instructor (e.g., syllabus, assessments, lesson plans, etc.), observations during the class period, and points raised during the debrief with the instructor.

**Instructions for faculty use:** To promote reflective practice and assist in the creation of professional development narratives, faculty should complete the “Faculty Reflection” column after the observation and before the debrief consultation. Be sure to share these reflections with your consultant.

## Critical Teaching Behaviors*

<table>
<thead>
<tr>
<th>Categories and Definitions</th>
<th>Instructor Reflection</th>
<th>Observer Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Align:</strong> Instructors who align components of learning experiences start with clearly defined learning outcomes. Teaching and learning activities, assessment tasks, and feedback build on each other to support student progress towards these outcomes.</td>
<td>Narrative examples and evidence of behaviors. To be completed by faculty AFTER the observation and BEFORE the debrief consultation.</td>
<td>Narrative examples and evidence of behaviors</td>
</tr>
</tbody>
</table>

- Aligns course content, assessments, and learning activities with course outcomes
- States course outcomes in syllabus and defines student learning outcomes for each class meeting
- Communicates course and classroom organization through syllabus, policies, and course calendar
- Uses class time effectively and efficiently
- Reviews relevant prior knowledge and makes connections between lesson content and other learning in course
- Presents content and engages students at multiple, appropriate Bloom’s levels
- Summarizes important concepts by referring back to LO’s (or prompts students to do so)
- Conveys the purpose of each class activity or assignment
**Integrate Technology:** Instructors who integrate technology responsibly use tools to provide access to high quality instructional materials and accessible, engaging learning opportunities beyond traditional barriers of place and time.

- Designs and maintains online course materials to ensure they are well organized and accessible to students
- Ensures ADA compliance of materials and tools used
- Selects technology to enhance student learning
- Operates technology effectively and efficiently
- Presents information on board/screen in organized, legible matter
- Trains students to use instructional technology and provides support
- Uses LMS and/or publisher content
- Makes effective use of online and face-to-face spaces to deliver learning experiences

**Include:** Instructors who create an inclusive learning environment plan for student diversity by utilizing accessibility standards when designing and delivering content. They cultivate an atmosphere in which students experience a sense of belonging conducive to emotional well-being for learning.

- Makes time to be available to students and cultivates approachable persona
- Explains content with examples, demonstrations, visual aides, anecdotes from personal & student experiences, etc.
- Treats students respectfully, for example, by using names and adhering to stated policies
- Invites student questions, examples, and experiences and listens carefully when students speak
- Models and promotes respectful interactions in the classroom
- Selects course materials that represent diversity of sources, perspectives, and authorities in field of study
- Attends to student comprehension or confusion
- Recognizes diversity of student needs and circumstances
**Engage:** Instructors who engage students purposefully select research-based techniques to ensure that students actively participate in the learning process and take responsibility for their intellectual development.

- Shows enthusiasm for course material and clarifies relevance and importance by relating material to practical applications
- Incorporates current research in the field
- Moves about room and maintains eye contact with students
- Speaks clearly and varies tone to emphasize important material and maintain interest
- Generates participation by asking questions, allowing appropriate wait time for responses, posing probing questions, and responding encouragingly
- Includes active learning strategies
- Provides clear guidelines for class activities
- Stimulates discipline-specific critical thinking

**Assess:** Instructors who integrate assessment into their teaching develop and facilitate transparent, meaningful, assessment tasks to provide students with timely feedback on their learning and measure achievement of learning outcomes. They regularly review data to improve instruction.

- Provides explicit outcomes and directions for tasks
- Clearly communicates how tasks will be evaluated through grading policies and rubrics
- Selects appropriate formative and summative assessment tools
- Assesses student performance regularly and/or provides opportunities for self-assessment to gauge understanding
- Designs course assignments to scaffold student learning
- Returns assignments and assessments in a timely manner
- Provides constructive feedback on student work
- Includes assessment and grading policies in syllabus
**Reflect:** Instructors who reflect regularly gather feedback on their teaching from self-assessment, students, and peers to identify opportunities for growth. They pursue improvements to their instruction through professional development and research activities.

**Observer Summary Comments on Strengths and Areas for Improvement**
List strengths and suggestions for growth. Note categories in which the instructor demonstrates strengths or on which the instructor might focus for improvement.

<table>
<thead>
<tr>
<th>Instructor Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many times have you taught this course? How has it evolved over time? How have you incorporated ideas from teaching related professional development?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on observations, reflections, and the follow-up conversation, what steps do you plan to take to enhance teaching strengths and address areas for improvement? What professional development options are available to you (i.e. CTLE programs, Teaching conferences, etc.)? What other resources might you take advantage of (i.e. conversations with peers, student mid-term feedback, recent publications on teaching, etc.)</td>
</tr>
</tbody>
</table>

* This worksheet is based on the Critical Teaching Behaviors (CTB) framework, which provides a set of observable, evidence-based instructor actions proven effective in increasing student learning gains and retention. The report provides an overview of the six categories of Critical Teaching Behaviors and lists select examples of concrete instructor actions in each category. This is not an exhaustive list of behaviors; feedback on strategies observed—including unlisted strategies—demonstrating one of the six Critical Teaching Behaviors will be noted in written comments.