

Classroom Observation Checklist¹

NOTE: This is a "Checklist" form, not a scaled rating form. It asks reviewers to indicate the presence of teaching activities/behaviors already established as indicative of high quality teaching. This kind of form contrasts with scaled forms which, to ensure statistical reliability and validity, require that all reviewers agree, in advance, on the meaning of each score or level.

Instructor: _____	Date: _____
Course No.: _____	Time: _____
Course Title: _____	Course Level: _____
Reviewer: _____	No. Students: _____

Directions: Indicate with a check (✓) the presence of the following actions and behaviors that indicate high quality teaching. Leave blank items you do not observe. Use N/A if an item is not relevant for this class or the instructor's teaching style.

Variety and Pacing of Instruction

- ___ uses more than one form of instruction
- ___ pauses after asking questions
- ___ draws non-participating students into activities/discussions
- ___ prevents specific students from dominating activities/discussions
- ___ helps students extend their responses
- ___ guides the direction of discussion
- ___ mediates conflict or differences of opinion
- ___ demonstrates social work practice skills such as active listening appears to be cognizant of the needs of adult learners (e.g., meaningful relevant information what is expected of them activities as a vehicle for learning have their experience respected receive info in a variety of ways actively involved in the learning process have a sense of self-direction need feedback about their performance and opportunities to apply and practice new skills when applicable.
- ___ provides explicit directions for active learning tasks (e.g. rationale, duration, product)
- ___ allows sufficient time to complete tasks such as group work
- ___ specifies how learning tasks will be evaluated (if at all)

Examples of instructor actions or behaviors that support the ratings above.

¹ Adapted by Angela R. Linse, Executive Director, Schreyer Institute for Teaching Excellence, Penn State, from Chism, N.V.N. (1999) Chapter 6: Classroom Observation, *Peer Review of Teaching: A Sourcebook*, Bolton, MA: Anker.

Organization

- ___ arrives on time
- ___ relates the content of this course with content of previous courses(es) in the social work curriculum or provides students with an opportunity to do so (e.g., underscores specific content in the course with appropriate social work competencies and values when the opportunities presents themselves)
- ___ provides class goals or objectives for the class session
- ___ provides an outline or organization for the class session
- ___ knows how to use the educational technology needed for the class
- ___ locates class materials as needed – i.e. is prepared with teaching materials and accesses them to use in the class.
- ___ makes transitional statements between class segments
- ___ conveys the purpose of each class activity or assignment
- ___ completes the scheduled topics
- ___ summarizes periodically and at the end of class (or prompts students to do so)

Examples of instructor actions or behaviors that support the ratings above.

Presentation Skills

- ___ is audible to all students
- ___ articulates words so that they are understandable to students, and/or visually represents words that might be difficult for students to hear
- ___ varies the tone and pitch of voice for emphasis and interest
- ___ speaks at a pace that permits students to understand and take notes
- ___ establishes and maintains eye contact
- ___ avoids over-reliance on reading content from notes, slides, or texts
- ___ avoids distracting mannerisms
- ___ uses visual aids effectively (e.g. when appropriate to reinforce a concept, legible handwriting, readable slides)

Examples of instructor actions or behaviors that support the ratings above.

Clarity

- notes new terms or concepts
- elaborates or repeats complex information
- uses examples to explain content
- makes explicit statements drawing student attention to certain ideas
- pauses during explanations to ask and answer questions

Examples of instructor actions or behaviors that support the ratings above.

Content Knowledge

- makes statements that are accurate according to the standards of the field
- incorporates current research in the profession
- identifies sources, perspectives, and authorities in the field
- identifies *diverse* sources, perspectives, and authorities in the field (when appropriate?)
- communicates the reasoning process, values, knowledge base, behind practice skills and interventions

Examples of instructor actions or behaviors that support the ratings above.

Instructor-Student Rapport

- attends respectfully to student comprehension or puzzlement
- invites students' participation and comments
- treats students as individuals, e.g. uses students' names
- provides periodic feedback
- incorporates student ideas into class
- uses positive reinforcement (i.e. doesn't punish or deliberately embarrass students in class)

Examples of instructor actions or behaviors that support the ratings above.