

CLASSROOM OBSERVATION CHECKLIST

Instructor: _____ Class/Date: _____

		BEHAVIORS RELATED TO GOOD TEACHING	+ Satisfactory - Needs Improvement
L E S S O N	1	States objectives for class session	
	2	Captures attention by communicating relevance	
	3	Helps students to recall what they already know	
	4	Communicates a clear organizational scheme	
	5	Connects material to real world examples or students' interests	
	6	Checks understanding through targeted questions or activities	
	7	Provides targeted practice opportunities and feedback	
	8	Defines new terms before using them	
	9	Provides opportunities for student to student interaction/discussion	
	10	Provides opportunities for student questions	
	11	Breaks down complex ideas into simple parts	
	12	Uses multimodal methods for teaching: Visual, auditory, kinesthetic activities, images, metaphors, cases, problem solving, writing activities, group work, etc.	
	13	Limits key ideas or concepts to fewer than seven	
	14	Provides a clear explanation of assignments	
	15	Provides a summary of key points or ideas that includes a transition to the next lesson	
E N V I R O N M E N T	16	Addresses individuals by name	
	17	Exhibits enthusiasm about the topic	
	18	Demonstrates respect when responding to students	
	19	Manages discussions among the high/low responders	
	20	Makes eye contact with students in different parts of the classroom	
	21	Uses statements or examples that do not assume that students share a common cultural perspective	
	22	Prompts all students equally for responses to questions	

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D E L I V E R Y	23	Easily heard	
	24	Enunciation is clear	
	25	Pacing is appropriate	
	26	Faces the class when speaking	
	27	Uses friendly gestures and facial expressions	
	28	Provides explanations for visuals (as opposed to reading them)	
M E D I A	29	Visual information easily seen/heard	
	30	Audio easily heard if used	
	31	Slides have minimal text	
	32	Diagrams, charts, and maps are labeled clearly	
	33	Purpose of media explained	

What are the observed strengths of the instructor?

How could the lesson be improved?

Additional Comments:

Developed by Carol Washburn EdD, University Center for Teaching and Learning, University of Pittsburgh. 2015. Based on the principles and information from the book, Ambrose, S. et al. (2010). How learning works. San Francisco: Jossey-Bass.