

**Washington State University  
College of Arts and Sciences  
Classroom Observation Guide**

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

*You are encouraged to use the considerations for observation provided under each category below when taking notes during the observation and then in developing your observation into a narrative letter of the teaching observation. Not all considerations may be applicable to each observation nor will all be appropriate or necessary to address. However, the overall categories should be included and delineated in the narrative summary of the observation.*

**I. Introduction**

- *Pre-observation Meeting Day/Time:* \_\_\_\_\_
- *Notes for inclusion in observation from the pre-observation meeting to help provide context for introductory paragraph:*

**II. Content Knowledge**

*Possible Considerations*

- Material appropriate to the course, student foundational understanding and development, and the learning outcomes are introduced
- Accurate statements according to the standards of the field are made
- Current research is incorporated
- Sources, perspectives, and authorities in the field are introduced
- Operations and concepts are explained through examples
- Command of the subject matter is evident

**III. Design of the Course and the Learning Experience/Lesson Organization**

*Possible Considerations*

- Syllabus is inclusive of the university required statements, grading information, course requirements, dates and deadlines, policies
- Design of the lessons is relevant to the course overall
- Lesson reflects current practice in the field
- Level of the content and design of the lesson are appropriate for the students
- Learning objectives are clear and the learning activities well organized
- There is contextualization, or brief review, of the previous class's material
- Material is presented in a logical sequence
- An assessment strategy appropriate for the lesson/course/field is applied during the class
- There is an opportunity for student engagement, questions, discussion, and/or demonstration
- Class time is used efficiently and effectively

#### **IV. Instructional Strategies in the Classroom, Laboratory, Studio, Clinic**

##### *Possible Considerations*

- Choice of teaching strategies is appropriate and well developed
- Teacher mediates discussion well
- Teacher raises challenging questions that stimulates discussion
- Pace of the class is appropriate
- Course materials, including handouts, and technology are used effectively
- If used, writing on the board is legible and large enough to be seen by students
- Clear directions are given for group and/or individual work
- The teacher helps students apply theory to solve problems
- Goals and assessment are clear
- The materials/resources needed are available and used effectively
- Teacher was able to check student understanding through in-class assessments
- Teacher is available for questions and assistance

#### **V. Presentation Skills**

##### *Possible Considerations*

- Teacher is enthusiastic about the subject and makes it interesting
- Pace of speech is easy to follow and allows students to take notes
- Teacher's voice is audible and is easy to understand
- Teacher's voice provides interest and emphasis
- Teacher's mannerisms are not distracting and actually reinforce the presentation
- Comfortable eye contact with the entire class is established throughout the course
- Reading directly from notes throughout the class is avoided
- Response to student questions is clear

#### **VI. Student Engagement/Learning Activities/Rapport with Students**

##### *Possible Considerations*

- Students are able to follow directions for activities
- Students appear to understand the goals/procedures
- Student learning is enhanced with activities such as small-group work, applying concepts through examples, case studies, problem-solving
- Teacher encourages participation
- Teacher models good listening and a sense of humor, when appropriate
- Teacher stimulates interest in the subject
- Feedback and questions are addressed in a positive and helpful manner
- Student ideas or questions are incorporated into the lesson
- Respect and sensitivity to all students is demonstrated

#### **VII. Brief Overall Summary**

*Include areas of strength and any recommendations for improvement.*