Classroom Observation Form

TA’s Name ____________________________________________________________
Please print neatly (first name) (last name)

Case ID ____________ UNIV 400A ____ UNIV 400C ____ Semester Enrolled Fall ____ Spring ____

Professional Observed: ________________________________________________________________________________

Professional’s Signature: ______________________________________________________________________________

Class __________________________ Date ______________ Time ______________

Please include the course number

One of the best ways to enhance your teaching is to watch a master teacher. For this seminar, you are asked to either observe an effective teacher, such as a Professor, Instructor or Teaching Assistant with at least one year of teaching at Case Western Reserve. This professional does not have to be in your department; however, you cannot be currently enrolled in a class or lab with the person you choose to observe. You should contact the professional at least one week before, observe him/her for at least one hour, and complete this Classroom Observation Form. Please note that the professional you observe must sign this form. Please send a note of appreciation to the professional you observed.

At the Observation Follow-up Seminar, you will discuss your experience and submit:

1. The completed Classroom Observation Form, signed by the professional you observed
2. A one-page reflective report, following the guidelines described on this form (see below)

Please attach a typed report to this form. Hand-written reports will not be accepted. This form and your typed report will not be returned to you, so please make a copies for your records before submitting them.

In your report, you should address the following questions below in detail.

1. Describe the academic setting that you observed. Include the professional’s role in this setting. What were the goals for this class or laboratory? Were the goals accomplished?

2. Describe the instructional strategies that enhanced the class or laboratory you observed. Consider the degree of involvement and interaction the students had with each other and the professional. Please use the categories and descriptions provided on the next page to guide your writing.

3. Discuss what you have learned from this observation that you would use to enhance your own repertoire of instructional strategies. Please use the categories and descriptions provided on the next page to guide your writing.

4. Open-ended response (Please add information not covered in the other three questions.)

For examples of excellent observation reports written by former graduate students, please see the UNIV 400 Canvas site.
Teaching Strategy Categories

**Many incidents may fit under multiple categories; pick the ones that you think fit best**

Opening and Closing Class
- This category includes strategies and activities for starting class, issues with attendance and lateness, and methods for ending class smoothly.

Teacher-Student Interaction & Rapport (including classroom management)
- This category covers interactions between students and instructors: lecture, discussion, and one-on-one conversations
- This category includes strategies keeping students focused and engaged. Issues encountered may include managing disruptive students, ensuring that students pay attention to the lesson, and keeping the students on-task.

Content Delivery and Classroom Activities
- This category includes planned classroom activities and the overall structure of the class meeting. Issues may include meeting lesson objectives, cohesion of planned activities, and timing.

Use of Technology & Media
- This category covers the use of technology (projector, document camera, PowerPoint), media (video, audio, text), and other programs, devices, or materials in class.

Informal and Formal Assessment (Question & Answer Process)
- This category includes all forms of assessment and feedback. This may be formal (graded materials) or informal (asking questions in discussion, checking for comprehension, etc).
- This category also includes the process of asking and answering questions between students and instructors -- both students asking questions of the instructor and vice versa.