



Teaching Observation Guide

Class Norms	
Does class begin on time and end on time?	
How does the professor manage late arrivals?	
Session Plan	
Are the learning outcomes for the session stated at the beginning? At the end? Are they tied to the course learning outcomes?	
What other teaching methods or learning tasks could the professor use to meet the learning outcomes?	
Teaching Tools	
Are the slides clear and succinct?	
What other possible tools/media could the professor consider to enhance student learning?	
Content and Sequencing	
Are concepts/ideas scaffolded (built on one another) with growing complexity?	
Does the professor provide and elicit from students examples, anecdotes and/or past experiences to anchor concepts in the real world?	
Questioning Techniques	
Could the professor cold call more? Less? Why?	
How often do questions lead to: <ul style="list-style-type: none"> • A Q&A session between the professor and each student posing a question? • A line of inquiry among the body of students and the professor? 	
Student Participation	
Is there a balance in participation with respect to work experience, subject expertise, nationality and gender?	
How does the professor manage difficult or disruptive students?	

Presence of Professor

Does the professor project his/her voice?

Does the professor have open and expansive postures (e.g., standing tall, uncrossed arms)?

Does the professor walk towards students when responding or talking to them? Make eye contact?

Does the professor say each student's name when calling on him or her?

Does the professor face all sides of the amphitheater?

Overall, does the professor look confident when addressing the class?

Additional Feedback

Success

Opportunities for Improvement