



A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Typically conducted by fellow teachers, administrators, or instructional specialists, classroom observations are often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques. University administrators also regularly observe teachers as an extension of formal job-performance evaluations.

The university places the quality of teaching on top of its priority ladder, and it is keen on monitoring it. This approach consists of several techniques, one of them is the classroom observation, which is conducted in three stages.

The first one is the self-evaluation process, in which each academic staff member evaluates his/ her performance based on specific dimensions that measure different aspects of the teaching process.

The second stage is the peer evaluation, in which a peer teacher of the same domain as the observed one evaluates his/her teaching process as per the same dimensions.

The third stage is that the college deanship revise carefully the peer observation reports submitted by instructors, and then consolidates them in a comprehensive report to be submitted to the VP for Academic Affairs and Development to act accordingly.



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Classroom Observation Form

Guidance Notes:

- Reviews should indicate the presence of teaching activities/ behaviours already established as indicative of effective teaching.
- There are seven (7) subsets of teaching practices that need to be observed in this form.
- A checklist is provided for each subset, where whatever is observed is checked.
- A feedback session between the observer and the instructor should be conducted as soon as possible.
- The comments box and final indicative remarks will be finalized with the joint agreement of the observer and the instructor.
- There is no overall judgment given to the instructor at the end of the observation form.
- To accommodate the diversity of pedagogical practices, extra criteria may be added to the form.
- A copy of the both the Classroom Observation Form and the Teaching Self-Assessment will be given to both the observer and the instructor.

Instructor: _____	Date: _____
Course Code: _____	Course Title: _____
Number of Students: _____	Observer: _____



1. Variety and Pacing of Instruction	Exemplary	Advanced	Proficient	Needs Improvement	Not Observed
Uses a variety of instructional methods					
Allows adequate wait time when asking questions					
Responds to wrong answers constructively					
Draws non-participating students into activities/discussion					
Prevents specific students from dominating activities/discussion					
Asks probing questions when student answers are incomplete					
Guides the direction of the discussion					
Refrains from answering own questions					
Uses active learning strategies (group work, paired discussions, polling)					
Specifies how learning tasks will be evaluated (if appropriate)					
Provides opportunities for students to practice what they have learned					

2. Organization	Exemplary	Advanced	Proficient	Needs Improvement	Not Observed
Begins and ends class on time					
Relates this and previous class(es), or provides students with opportunity to do so					
Provides and follows an outline for the class session					
Has all necessary materials and equipment readily available					
Uses effective transitions between class topics					
Conveys the purpose of each class activity or assignment and allows sufficient time to complete it					
Completes the scheduled topics					
Summarizes periodically throughout and at end of class or prompts students to do so					
Takes attendance					

3. Presentation Skills	Exemplary	Advanced	Proficient	Needs Improvement	Not observed
Communicates audibly and clearly					
Establishes and maintains eye contact with students					



Varies pace and tone to keep students alert					
Uses a presentation style that facilitates note-taking					
Uses positive and appropriate humor					
Incorporates various instructional supports (film, diagrams)					
Handouts are easy to follow					

4. Clarity	Exemplary	Advanced	Proficient	Needs Improvement	Not observed
Notes and explains new terms or concepts					
Elaborates or repeats complex information					
Uses examples to explain content and draw student attention to key ideas					
Relates new ideas to familiar concepts					

5. Content Knowledge	Exemplary	Advanced	Proficient	Needs Improvement	Not Observed
Makes accurate statements according to discipline standards					
Incorporates current research in the field					
Cites authorities to support statements					
Presents divergent viewpoints					

6. Lecturer – Student Interaction	Exemplary	Advanced	Proficient	Needs Improvement	Not Observed
Attends to student comprehension, puzzlement, and behavior					
Asks questions of students that challenge them to think more deeply					
Invites and encourages student participation and comments					
Incorporates student responses when appropriate					
Encourages students to respond to their peers throughout the discussions respectfully					
Treats students with respect					



7. Use of Technology	Exemplary	Advanced	Proficient	Needs Improvement	Not Observed
Effectively incorporates a variety of instructional technologies to enhance student learning (PPT, websites, YouTube, blogs, etc.)					
Uses BB (Black Board) or Moodle to provide supplemental materials					

What went well in this class?

What suggestions for improvement do you have?

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