

**Classroom Teaching Observation and Assessment Form**  
**University of Colorado at Boulder Libraries**  
**Tenure Committee**

Librarian: \_\_\_\_\_

Course: \_\_\_\_\_

Time and Date: \_\_\_\_\_

Number of Students Present: \_\_\_\_\_

Evaluator: \_\_\_\_\_

<b>I. Importance and Suitability of Content</b>				
1.	The material presented is important for this group of students.	YES	NO	N/A
2.	The examples used drew upon students' experiences.	YES	NO	N/A
3.	When appropriate, alternative viewpoints were presented.	YES	NO	N/A
4.	Content represents current thinking in the discipline.	YES	NO	N/A
5.	Lecture material is relevant to course objectives and course assignments.	YES	NO	N/A
<b>Comments:</b>				
<b>II. Organization of Content</b>				
<b>Introductory Portion</b>				
1.	Stated the purpose of the lecture and provided a brief overview.	YES	NO	N/A
2.	Made explicit the relationship between today's lecture and course content.	YES	NO	N/A
<b>Body of Lecture</b>				
3.	Arranged and discussed the content in a systematic and organized fashion that was made explicit to the students.	YES	NO	N/A
4.	Asked questions periodically to assess student comprehension.	YES	NO	N/A
5.	Presented examples to clarify very abstract and difficult ideas.	YES	NO	N/A
6.	Periodically summarized the most important ideas in the lecture.	YES	NO	N/A
<b>Conclusion</b>				
7.	Summarized and restated the main ideas and objectives of the lecture.	YES	NO	N/A
8.	Solved or otherwise dealt with any problems deliberately raised during the lecture.	YES	NO	N/A
<b>Comments:</b>				
<b>III. Presentation Style</b>				
<b>Voice Characteristics</b>				
1.	Voice could be easily heard.	YES	NO	N/A
2.	Speech was neither too formal nor too casual.	YES	NO	N/A
3.	Rate of speech was neither too fast not too slow.	YES	NO	N/A

<b>Nonverbal Communication</b>				
4.	Established and maintained eye contact with the class.	YES	NO	N/A
5.	Listened carefully to student comments and questions.	YES	NO	N/A
6.	Wasn't too stiff and formal in appearance.	YES	NO	N/A
<b>General Style</b>				
7.	Greeted students and established rapport at the beginning of the lecture.	YES	NO	N/A
8.	Noted and responded to signs of puzzlement, boredom, and curiosity.	YES	NO	N/A
9.	Varied the pace of the lecture to keep students alert.	YES	NO	N/A
10.	Demonstrates enthusiasm for subject matter.	YES	NO	N/A
11.	Demonstrates command of subject matter.	YES	NO	N/A
12.	Where appropriate, models professional and ethical behavior.	YES	NO	N/A
<b>Comments:</b>				
<b>IV. Clarity of Presentation</b>				
1.	Defined new terms, concepts, and principles.	YES	NO	N/A
2.	Used clear, simple, and relevant examples to explain major ideas.	YES	NO	N/A
3.	Explicitly related new ideas to already familiar ones.	YES	NO	N/A
4.	Reiterated definitions of new terms.	YES	NO	N/A
5.	Slowed the word flow when ideas were complex and difficult.	YES	NO	N/A
<b>Comments:</b>				
<b>V. Questioning Ability</b>				
1.	Encouraged student questions and contributions.	YES	NO	N/A
2.	Asked questions to see what the students knew about the lecture topic.	YES	NO	N/A
3.	Paused after all questions to allow students time to think of an answer.	YES	NO	N/A
4.	Encouraged students to answer difficult questions by rephrasing.	YES	NO	N/A
5.	When necessary, asked students to clarify their questions.	YES	NO	N/A
6.	Repeated answers when necessary so the entire class could hear.	YES	NO	N/A
7.	Received student questions politely and when possible enthusiastically.	YES	NO	N/A
8.	Adjusted questions to the language ability and level of the students.	YES	NO	N/A
9.	Was able to answer students' questions satisfactorily.	YES	NO	N/A
<b>Comments:</b>				