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**Lecture Observation Form**

Faculty Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Focus of Observation: ­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Introduction** | **Observations** |
| Introduced topic, stated objectives, offered preview |  |
| Gained attention and motivated learning. |
| Established climate for learning and for participation. |
| **Body of Lecture** | **Observations** |
| Presented 3 – 5 main points in clear and organized fashion. |  |
| Provided supporting materials, examples, and summaries. |
| Content level appropriate for level of learner |
| Effectively used visuals, handouts, and/or demonstrations. Include AV problems (if any), effective use of slides (set stage for each slide, focused audience on important parts of slides), use of pointer. |
| Varied presentations (Used blackboard, slides, visuals). |
| Transitions between topics. |
| **Conclusion** | **Observations** |
| Summarized major principles, key points without introducing new materials. |  |
| Provided closure or stimulated further thought. |
| **Teacher Dynamics** | **Observations** |
| Exhibited enthusiasm and stimulated interest in content. |  |
| Used appropriate voice, gestures, movement, and eye contact. Avoidance of unconscious use of repeated words (e.g. “um”, “ok”). |
| Encourage active participation |
| Used questions to stimulate thought and discussion. Response to questions (repeated or rephrased question, concise answer). |

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| **Strengths** | **Recommendations** |
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**Action Plan**: