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**Small Group Observation Form**

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

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

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

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| **Learning Climate** | **Observations** |
| Stimulates learners (enthusiasm for topic, animated voice, interest through body language) |  |
| Involves learners (looks/listens to learners, encourages participation, avoids monopolizing discussion) |
| Respect and comfort (uses learners names, invites learners to express opinions, states respect for divergent opinions, avoids ridicule/intimidation, admits own limitations) |
| **Structure of Session** | **Observations** |
| Focus of session (sets an agenda and defines/prioritizes goals, states relevance of goals to learner, avoids digressions) |  |
| Pace of session (calls attention to time, covers all topics, has learners help pace session) |
| **Promoting of Retention and Understanding** | **Observations** |
| Organization of materials (uses overviews/summaries/ transitions, enumerates) |  |
| Emphasis (varies voice quality/speed, repetition, uses visual aids, emphasizes important points) |
| Clarity (uses examples, explains relationships in material) |
| Fosters active learning (encourages note taking, provides a chance for skill practice/reformulate material/apply material to own experience) |
| Explicitly encourages further learning and defines approaches/resources (readings, consultants, computer aids) |
| **Evaluation and Feedback** | **Observations** |
| Uses effective questioning techniques to assess learners’ knowledge/skills/attitudes |  |
| Provided corrective feedback |
| Provided positive feedback |
| Explained why trainee was correct or incorrect |
| Offered suggestions for improvement |

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