

Santa Fe College LAS Observation Checklist

Instructor Observed: _____
 Course and Section Observed: _____
 Number of Students Registered: _____
 Number of Students Attending: _____
 Observer: _____

Date: [Click here to enter a date.](#)
 Time: _____
 Number of Students Late: _____
 Number of Students Left Early: _____

For each item, please check the appropriate box to the right.

Organization

	Needs To Improve	Good	Excellent	Not Observed
1. Class begins on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Objectives of class session are clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Review of previous concepts transitions into learning new material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assignments for the next class are clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Class ends on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Instruction

1. Gives organized presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Good examples are chosen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Visual materials (on board, projected, passed out, etc.) are easy to read and follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Pace of presentation seems comfortable to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Feedback/assessment opportunities are used in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Delivery methods seem appropriate for class material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Delivery methods keep student attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Rate each delivery method observed				
• Lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Question and answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use of technology (describe below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Board work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other (describe below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Teacher-Student Interaction

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Atmosphere of class seems inviting and conducive to learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Students seem comfortable asking questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Instructor answers questions clearly and respectfully | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Instructor seems aware of students' comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Many students participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Instructor solicits students' questions/participation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Instructor refers to students by name | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Instructor seems excited/enthusiastic about material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Content

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Concepts are presented clearly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Explanations are appropriate for course level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Instructor communicates high expectations consistent with the course outline | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Instructor demonstrates command of the subject matter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Presentation of material uses multiple approaches | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Instructor relates concepts to students' experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Observers should also solicit a syllabus and one of the instructor's assignments or exams and respond to the following items:

For each item, please check the appropriate box to the right.

Syllabus

- | | Needs To Improve | Good | Excellent | Not Observed |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Contains all needed items on syllabus checklist | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is clear and well-organized | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Assignment or Exam

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Is appropriate for course level and objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is clear and well-organized | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Summary Comments:

Describe your overall impression of the instruction, with specific reference to effective or ineffective teaching practices observed and any important comments about the syllabus and assignment (or exam) reviewed. Be sure to comment on both primary strengths and any significant concerns. Consider if you would be happy having this instructor substitute for you. Attach additional pages if necessary.

Observer Signature

Date

Response from observed faculty member (optional--attach additional pages if necessary):

Observed Faculty Signature

Date