

CLASSROOM LECTURE EVALUATION INSTRUMENT



OBSERVATION NOTES COVER SHEET

INSTRUCTOR NAME: _____

EVALUATOR / OBSERVER NAME: _____

CLASS TITLE: _____

Observation Date: ____/____/____

Number of Students: _____

Class / Session Start Time: _____

Class / Session End Time: _____

ATTENTION

EXCELLENT (3 PTS)	SATISFACTORY (2 PTS)	NEEDS IMPROVEMENT (1 PT)
Compelling; moving; creative; strongly aroused student attention to lesson and objectives.	Gained attention of students; focused on objectives.	Omitted; vague; inappropriate; little or no attempt to focus on principle.

MOTIVATON

Stimulating; enhanced desire to participate; personalized to students.	Established a need for students to participate.	Omitted; did not establish need; inappropriate; negative; unclear; read; mechanical.
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OVERVIEW

Clearly explained main points; superbly organized; detailed explanation of how lesson will be conducted to include all expectations; clearly established permissive atmosphere; creative/enhancing visual support.	Identified main points; clear organization; explained students role and how lesson will be conducted; defined terms; established permissive atmosphere; used adequate visual support.	Omitted; vague; confusing; difficult to determine what/how material would be covered; students not aware of expectations; failed to explain topics/terms; little effort to establish permissive atmosphere; failed to use visual supports.
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SUPPORT

Clearly explained main points; superbly organized; detailed explanation of how lesson will be conducted to include all expectations; clearly explained all terms; clearly established permissive atmosphere.	Identified main points; clear organization; explained students role and how lesson will be conducted; defined terms; established permissive atmosphere; stated lesson objective.	Omitted; insufficient or misleading proof/clarification support; assumptions stated as fact; did not define terms when needed.
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QUESTIONS

EXCELLENT (3 PTS)	SATISFACTORY (2 PTS)	NEEDS IMPROVEMENT (1 PT)
Strongly reinforced ideas; skillfully timed; always at correct learning level; variety of questions; obtained strong evidence for lesson objectives; generated multiple student responses.	Used planned/spontaneous questions that were clear and supportive of main points; usually phrased at appropriate learning level; generated responses from students.	Asked multi-questions; phrased at inappropriate level; unclear; failed to use planned or spontaneous questions as needed; questions did not support main points; no responses generated from students.

CONTROL

Instructor's role very well-balanced; adequate time for main points and lesson was exceptional; strong reinforcement of group provided in an extremely permissive yet controlled atmosphere; all students provided multiple inputs.	Kept discussion on topic (principle); allotted adequate time to develop main points; reinforced and complimented group verbally/non-verbally; most students participated.	Instructor's role was too much or too little; unable to keep discussion on the topic; most students did not participate; inadequate time allotment for main points; little control of lesson time; failed to reinforce/compliment group; atmosphere inhibited an effective discussion.
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AUDIOVISUAL SUPPORT

Visually stimulating; engaging; great variety and quality; extremely creative; well-integrated throughout lesson to maximize retention and learning.	Clarified/supported ideas as required; easy to read; integrated into lesson as appropriate.	Detracted from lesson; did nothing to help clarify or reinforce ideas; inappropriate; cluttered; difficult to read; poor integration into lesson.
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COMPREHENSION LEVEL SUMMARY

Fully integrated all ideas into holistic generalization; made interpretations; drew conclusions; synthesized ideas into statements capturing essence of lesson.	Reviewed main points; integrated key ideas; developed relationships between main points; drew conclusions between main points and lesson objectives.	Omitted or incomplete; too brief; unclear what students should remember; unorganized; no relationship/generalizations.
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COMMUNICATION SKILLS

EYE CONTACT

EXCELLENT (3 PTS)	SATISFACTORY (2 PTS)	NEEDS IMPROVEMENT (1 PT)
Strong "eye to eye" connection with all students; varied; sincere; used eyes to reinforce; maintained attention and affirmed student inputs; stayed "in touch" throughout.	Generally direct; impartial and evenly distributed; created a "connection" with students.	Looked down or ignored students; not evenly distributed; partial to one section of the audience; read too much; dazed; impersonal.

GESTURES

Powerful; emphatic; natural; very smooth; facilitated attention and control; strongly reinforcing; expressive; stimulating; strongly supported dialogue and reinforced ideas.	Typically natural and well-timed; smooth and purposeful; spontaneous; reinforcing.	Nonexistent or inappropriate; poorly timed; unnatural; excessive; restricted; distracting; mechanical.
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FACIAL EXPRESSIONS

Strongly reinforcing and integrated to powerfully support ideas; animated; strongly facilitated purpose and intent; well-integrated into total delivery scheme to create a dynamic presentation.	Usually varied with mood and content; sincere; showed concern; reinforced and expressed pleasure; appropriately animated to support ideas.	Deadpan; grim; inappropriately serious; non-expressive; rigid; dull; insincere; lacked variety of expression; frightened; nervous.
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USE OF VOICE

Captivating; inspirational; extremely expressive and moving; varied perfectly to the occasion; fluent; dynamic; enthusiastic.	Primarily natural and appropriately varied in volume, rate, pitch and emphasis; indicated sincerity and enthusiasm; expressive; used good grammar with no distracting verbalizations.	Monotone; forced; quivering; too soft or too loud; poor choice/pronunciation of words; poor grammar; lacked variety in expression; extensive verbal pauses; distracting; repetitive pauses; spoke too quickly or slowly.
Excellent Total =	Satisfactory Total =	Needs Improvement Total =

TOTAL SCORE

36-31 = Excellent	30-24 = Satisfactory	23 or Lower = Needs Improvement

RECOMMENDATIONS / OBSERVATIONS / ADDITIONAL COMMENTS

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