

**THE UNIVERSITY OF RHODE ISLAND**  
OFFICE FOR THE ADVANCEMENT  
OF TEACHING AND LEARNING

## Observation Feedback Form

The observer should use the below form to take notes during the observation or to organize and present their thoughts after the observation to share with the instructor. The quality teaching behaviors listed are examples and not exhaustive.

Instructor Name: \_\_\_\_\_ Observer Name: \_\_\_\_\_

Course/Date/Time/Module: \_\_\_\_\_ # of students: \_\_\_\_\_

Classroom arrangement/space/etc.

Examples of Quality Teaching Behaviors	Examples and evidence of instructor behaviors and student responses including both strengths and challenges	
<b>Communication:</b> <i>What are the ways in which the instructor communicates tasks, expectations, and information to students?</i>		
	<b><i>Instructor actions</i></b>	<b><i>Student actions</i></b>
<ul style="list-style-type: none"> <li>Communicates so that all can hear and understand clearly</li> <li>Treats all students equitably and respectfully</li> <li>Provides announcements and reminders</li> <li>Provides clear instructions and clarification, when needed</li> <li>Is responsive to uncertainty and concerns with supportive language</li> <li>Answers questions clearly, confidently, and simply</li> <li>Provides students constructive and encouraging feedback on how to improve their comprehension or performance in class</li> <li>Encourages and is available for out-of-class conversations with students</li> </ul>		

<b>Content:</b> <i>What are the ways in which the instructor uses course content presentation to advance active learning and connections?</i>		
	<b><i>Instructor actions</i></b>	<b><i>Student actions</i></b>
<ul style="list-style-type: none"> <li>● Incorporates current research in the field to stimulate discipline-specific critical thinking</li> <li>● Uses concrete examples to clarify content or apply to the discipline</li> <li>● Elicits from students real-world examples of class content or application to real-world scenarios</li> <li>● Acknowledges when they don't know the answer, seeks it out, and provides it to students</li> <li>● Uses examples that highlight how the discipline connects with other fields to address challenges or global issues at the local, national, or international level, when appropriate.</li> <li>● Explains use of discipline-specific terms and facilitates use by students</li> <li>● Selects content and activities that honor and integrate diverse voices, perspectives and experiences</li> <li>● Applies accessibility best practices by describing visuals aloud, using captions, readable fonts, and high-contrast colors in presentation materials.</li> </ul>		

<b><i>Lesson Planning and Structure: What are the ways in which the instructor helps students to easily follow along and participate meaningfully?</i></b>		
	<b><i>Instructor actions</i></b>	<b><i>Student actions</i></b>
<ul style="list-style-type: none"> <li>● Provides context for the lesson (E.g., connection to overall course goals, what's next, importance)</li> <li>● Provides a clear plan for the lesson (E.g., agenda, learning objectives)</li> <li>● Organizes the lesson in a logical flow</li> <li>● Manages time well to complete planned content and allow for student participation</li> <li>● Creates a safe and inclusive learning environment for all students</li> <li>● Uses technology effectively and efficiently</li> </ul>		

**Active Student Engagement:** What are the ways in which the instructor creates and leads opportunities for participation and active student engagement?

	<i><b>Instructor actions</b></i>	<i><b>Student actions</b></i>
<ul style="list-style-type: none"> <li>● Builds community and relational trust among students and between instructor and students</li> <li>● Encourages student-instructor, student-content, and student-student engagement through activities</li> <li>● Uses activities that incorporate higher-order thinking skills during class</li> <li>● Encourages participation of all students by using multiple means of engagement</li> <li>● Leads students in structured reflection on class learning activities</li> <li>● Ensures students are on-task, responsive to student engagement and adjusts strategy accordingly</li> <li>● Leverages student use of technology to facilitate active learning</li> </ul>		

***Summary Comments on Strengths and Areas for Improvement:*** Identify strengths and areas for growth, noting specific categories where the instructor excels or where improvement could be focused.