## Classroom Observation Checklist

### 1. Verbal Domain

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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
<td>Very much</td>
<td>N/A</td>
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#### a) Speaks at a reasonable pace

#### b) Speaks clearly

#### c) Asks questions, pausing long enough for students to respond

#### d) Verbalizes everything that is presented visually

#### e) Stressess most important points by pausing, speaking slowly, raising voice, etc.

#### f) Explains subject matter in familiar, colloquial language

#### g) Speaks in a dramatic or expressive way

#### h) Tells jokes or humorous anecdotes

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To consider: How would a student with a **learning disability** react to the lecture?

### 2. Auditory Domain

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<td>Very much</td>
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#### a) Sound level of AV materials suitable to room

#### b) Speaks at sound level suitable to the room

#### c) Does not speak while facing blackboard or looking down at overhead

#### d) Ensures that all students can hear each other’s questions and comments (repeating them if necessary)

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To consider: How would a student with a **hearing disability** react to the lecture?
3. **Visual Domain**
   a) AV materials readily seen
      
      1  2  3  4  5  0
      Not at all  Somewhat  Moderately  Much  Very much  N/A
   
   b) Videos are captioned
      
      1  2  3  4  5  0
      Not at all  Somewhat  Moderately  Much  Very much  N/A
   
   c) Overheads presented in colours and fonts that can be easily read
      
      1  2  3  4  5  0
      Not at all  Somewhat  Moderately  Much  Very much  N/A
   
   d) Technical terms and other difficult words/concepts are presented visually
      
      1  2  3  4  5  0
      Not at all  Somewhat  Moderately  Much  Very much  N/A
   
   e) Uses gestures to show emphasis
      
      1  2  3  4  5  0
      Not at all  Somewhat  Moderately  Much  Very much  N/A
   
   f) Smiles and/or looks relaxed
      
      1  2  3  4  5  0
      Not at all  Somewhat  Moderately  Much  Very much  N/A
   
   g) Uses graphs or diagrams to facilitate explanation
      
      1  2  3  4  5  0
      Not at all  Somewhat  Moderately  Much  Very much  N/A
   
   h) Puts outline of lecture on blackboard or overhead screen
      
      1  2  3  4  5  0
      Not at all  Somewhat  Moderately  Much  Very much  N/A

   **To consider:** How would a student with a visual disability react to the lecture?

4. **Cognitive Domain**
   a) Uses advance organizers
      
      1  2  3  4  5  0
      Not at all  Somewhat  Moderately  Much  Very much  N/A
   
   b) Uses questions to encourage learning
      
      1  2  3  4  5  0
      Not at all  Somewhat  Moderately  Much  Very much  N/A
   
   c) Encourages question-asking and opinions during class
      
      1  2  3  4  5  0
      Not at all  Somewhat  Moderately  Much  Very much  N/A
   
   d) Implements group activities
      
      1  2  3  4  5  0
      Not at all  Somewhat  Moderately  Much  Very much  N/A
   
   e) Uses concrete everyday examples to explain concepts and principles
      
      1  2  3  4  5  0
<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Moderately</th>
<th>Much</th>
<th>Very much</th>
<th>N/A</th>
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<tbody>
<tr>
<td>f)</td>
<td>Defines new or unfamiliar terms</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
</tr>
<tr>
<td>g)</td>
<td>Uses visual aids (blackboard or overheads) to explain new or unfamiliar terms</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
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<tr>
<td>h)</td>
<td>Repeats difficult ideas several times</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
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<tr>
<td>i)</td>
<td>Answers students’ questions thoroughly</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
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<tr>
<td>j)</td>
<td>Incorporates students’ ideas into lecture</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
</tr>
<tr>
<td>k)</td>
<td>Indicates out-of-class resources relevant to lecture or activities (WebCT, websites, books, etc.)</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
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<tr>
<td>l)</td>
<td>Clearly indicates transition from one topic to the next</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
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<tr>
<td>m)</td>
<td>Reviews topics covered in previous lecture at beginning of each class</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
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<tr>
<td>n)</td>
<td>Summarizes topics covered in current lecture at the end of each class</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
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<tr>
<td>o)</td>
<td>Asks if students understand before proceeding to next topic</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
</tr>
<tr>
<td>p)</td>
<td>Shows respect for all students</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
</tr>
<tr>
<td>q)</td>
<td>The selection processes used to organize students into various activities (i.e., group work, presentations, etc.) are done in a fair and consistent manner.</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
</tr>
<tr>
<td>r)</td>
<td>Pays attention to students in all locations, not just those who take an active role in the lecture and/or activities.</td>
<td>1 2 3 4 5 0</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Moderately</td>
<td>Much</td>
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<tr>
<td>s)</td>
<td>Asks for input from a variety of students, seeking a diversity of ideas and opinions.</td>
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</tbody>
</table>
To consider: How would a student with an attention disorder react to the lecture?

5. Physical Domain
   a) Basic comforts present in the room
      | 1 | 2 | 3 | 4 | 5 | 0 |
      | Not at all | Somewhat | Moderately | Much | Very much | N/A |
      to consider: How would a student with a physical disability react to the lecture?