

Checklist of Teaching Skills*

Instructor: _____ Class: _____
 Observer: _____ Date: _____

Directions: Respond to each of the following statements by checking the blank which corresponds to your observation.

Yes = Observed No = Not observed; would have been appropriate NA = Not applicable

<u>Importance and Suitability of Content</u>	Some-				<u>Comments</u>	
	<u>Yes</u>	<u>times</u>	<u>No</u>	<u>NA</u>		
1. Students seemed to have the necessary background to understand the lecture material	_____	_____	_____	_____		
2. The examples used drew upon student experiences.	_____	_____	_____	_____		
3. When appropriate, a distinction was made between factual material and opinions.	_____	_____	_____	_____		
4. When applicable, appropriate authorities were cited to support statements.	_____	_____	_____	_____		
5. When appropriate, divergent viewpoints were presented.	_____	_____	_____	_____		
6. An appropriate amount of material was included in the lecture.	_____	_____	_____	_____		
<u>Organization and Clarity</u>						
7. Stated the purpose of the class session.	_____	_____	_____	_____		
8. Presented a brief overview of the content.	_____	_____	_____	_____		
9. Made explicit the relationship between today's and other aspects of the course.	_____	_____	_____	_____		
10. Defined new terms, concepts and principles.	_____	_____	_____	_____		
11. Arranged and discussed the content in a systematic and organized fashion.	_____	_____	_____	_____		
12. Asked questions periodically to determine whether too much or too little information was being presented.	_____	_____	_____	_____		
13. Presented clear and simple examples to clarify very abstract and difficult ideas.	_____	_____	_____	_____		
14. Used alternate explanations when necessary.	_____	_____	_____	_____		
15. Explicitly stated the relationships among various ideas.	_____	_____	_____	_____		
16. Periodically summarized the most important ideas.	_____	_____	_____	_____		
17. Slowed the word flow when ideas were complex and difficult.	_____	_____	_____	_____		
18. Did not often digress from the main topic.	_____	_____	_____	_____		
19. Summarized the main ideas.	_____	_____	_____	_____		
20. Related the day's material to upcoming sessions.	_____	_____	_____	_____		
<u>Activities</u>						
21. Used a variety of activities in the class.	_____	_____	_____	_____		
22. Activities used were appropriate for this class.	_____	_____	_____	_____		
23. Instructions for activities were clear.	_____	_____	_____	_____		
24. Sufficient time was given to complete the activities.	_____	_____	_____	_____		
25. The students were actively involved.	_____	_____	_____	_____		
26. Debriefing of the activity was student-centered.	_____	_____	_____	_____		

Teaching Skills Checklist - Continued

<u>Use of Questions</u>	Some-				<u>Comments</u>
	<u>Yes</u>	<u>times</u>	<u>No</u>	<u>NA</u>	
31. Asked questions to see what the students knew about the lecture topic.	___	___	___	___	
32. Addressed questions to individual students as well as the group at large.	___	___	___	___	
33. Used questions to gain students' attention.	___	___	___	___	
34. Paused after all questions to allow students time to think of an answer.	___	___	___	___	
29. Encouraged students to answer difficult questions by providing cues or rephrasing.	___	___	___	___	
30. When necessary, asked students to clarify their questions.	___	___	___	___	
31. Asked probing questions if a student's answer was incomplete or superficial.	___	___	___	___	
32. Repeated answers when necessary so the entire class could hear.	___	___	___	___	
33. Received student questions politely and enthusiastically.	___	___	___	___	
34. Requested that very difficult, time-consuming questions of limited interest be discussed before or after class or during office hours.	___	___	___	___	
<u>Interaction</u>					
35. Established and maintained eye contact with the class.	___	___	___	___	
36. Listened carefully to student comments and questions.	___	___	___	___	
37. Facial and body movements did not contradict speech or expressed intentions (e.g., waited for responses after asking for questions).	___	___	___	___	
38. Noted and responded to signs of puzzlement, boredom, curiosity, etc.	___	___	___	___	
39. Encouraged student questions.	___	___	___	___	
<u>Use of Media</u>					
27. Writing on board/overhead/slides was legible.	___	___	___	___	
28. Information presented on board/overhead/slides was organized and easy to follow.	___	___	___	___	
29. The AV-materials used added to the students' comprehension of the concept(s) being taught.	___	___	___	___	
30. The AV-materials were handled competently (e.g., the instructor did not walk in front of the image for overhead or slide projector; the instructor spoke to the class, not the screen or board; etc.).	___	___	___	___	
<u>Individual Style</u>					
40. Voice could be easily heard.	___	___	___	___	
41. Voice was raised or lowered for variety and emphasis.	___	___	___	___	
42. Speech was neither too formal nor too casual.	___	___	___	___	
43. Speech fillers (e.g., "ok now", "ahmm", etc.) were not distracting.	___	___	___	___	
44. Rate of speech was neither too fast nor too slow.	___	___	___	___	
45. Wasn't too stiff and formal in appearance.	___	___	___	___	
46. Wasn't too casual in appearance.	___	___	___	___	
47. Varied the pace of the lecture to keep students alert.	___	___	___	___	
48. Spoke at a rate which allowed students time to take notes.	___	___	___	___	

Comments:

* Adapted from material in *Improving Your Lectures* from the University of Illinois at Urbana-Champaign.
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