

Inventory of Some Classroom Behaviors

This item list was composed to identify certain classroom behaviors for purposes of instructional analysis and improvement. Not all items would necessarily be observed in a single classroom observation. Please use the following scale in making judgments:

A= almost never B= rarely C= sometimes D= often E= almost always

Clarity: method used to explain or clarify concepts and principles

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| 1. Gives several examples of each concept | A B C D <u>E</u> |
| 2. Answers students' questions thoroughly | A B C D <u>E</u> |
| 3. Defines new or unfamiliar terms | A B C D <u>E</u> |
| 4. Repeats difficult ideas several times | A B C D <u>E</u> |
| 5. Points out practical applications of concepts | A B C D <u>E</u> |
| 6. Uses graphs or diagrams to facilitate explanation | A B C D <u>E</u> |

Enthusiasm: use of non-verbal behavior to solicit student attention and interest

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| 7. Uses nonverbal communication (gestures, facial expressions) | A B C D <u>E</u> |
| 8. Speaks in a dramatic or expressive way | A B C D <u>E</u> |
| 9. Makes eye contact with students | A B C D <u>E</u> |
| 10. Tells jokes or humorous anecdotes | A B C D E |
| 11. Reads lecture verbatim from prepared notes | <u>A</u> B C D E |
| 12. Smiles or laughs while teaching | A B C D <u>E</u> |

Interaction: techniques used to foster students' class participation

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| 13. Encourages students' questions and comments during lecture | A B C D <u>E</u> |
| 14. Criticizes students when they make errors | <u>A</u> B C D E |
| 15. Praises students for good ideas | A B C D <u>E</u> |
| 16. Incorporates students' ideas into lecture | A B C D <u>E</u> |
| 17. Uses a variety of media and activities in class | A B C D <u>E</u> |

Organization: ways of organizing or structuring subject matter

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| 18. Uses some sort of outline or organizing scheme on the blackboard, overhead, or elsewhere | A B C D <u>E</u> |
| 19. Clearly indicates transition from one topic to the next | A B C <u>D</u> E |
| 20. Periodically summarizes points previously made | A B C D <u>E</u> |

Pacing: rate of information presentation, efficient use of time

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|---|------------------|
| 21. Digresses from major theme of lecture | <u>A</u> B C D E |
| 22. Asks if students understand before proceeding to next topic | A B C D <u>E</u> |
| 23. Sticks to the point in answering student's questions | A B C D <u>E</u> |

Speech: characteristics of voice relevant to classroom teaching

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| 24. Speaks clearly | A B C D <u>E</u> |
| 25. Speaks at appropriate pace | A B C D <u>E</u> |
| 26. Voice lacks proper modulation (speaks in monotone) | <u>A</u> B C D E |

Rapport: quality of interpersonal relations between teacher and students

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|---|------------------|
| 27. Addresses individual students by name | A B C D <u>E</u> |
| 28. Offers to help students with problems | A B C D <u>E</u> |
| 29. Talks with students before or after class | A B C D E |

Jennifer Huddleston - Cell Biology

8:30 AM

October 18, 2011

- ① answering questions about homework due on Thursday - some kind of computer use problem - will answer questions about Tuesday test on Thurs. last 15 minutes
- ② reviewed slide on proteins & their association with membranes
- ③ protein shape explanations
- ④ how do you know if a protein is integral or peripheral? - questioned "first ingredient in shampoo bottle" - good illustration by Jennifer but answered by her
- ⑤ movie on bacteriorhodopsin - did you use the link here or some other form?
- ⑥ movement of molecules within the membrane bilayers
- ⑦ ~~asked~~ asks "any questions?" - but the pace of the class is such that it is hard to want to slow the class down for questions (think the students) - too much material, too fast
- ⑧ ~~voice~~ voice good, slides well visible in room, enunciation good
- ⑨ very cool video with "rolling" leukocytes
- ⑩ "take a look at questions at the end of the chapter (11) for test coming up"
- ⑪ because computer upgrade she's dealing with chapter 12 using the book in a more careful way - (explain to me what happened here)
- ⑫ keep thinking "what is the major theme for this section (this set of figures)?" - try to get students to think "cell biologically" rather than simply see this as a set of separate pieces of information ← this is hard to accomplish
- ⑬ got mixed up one one slide & made a good recovery → "let's re-think that slide & come back to it next time & explain it better."

(14) having students explain specific slides concerning movement across cell ~~mem~~ membranes - I like the variety this added to the class

(15) "It sounds like you (students) know what I am talking about" ← this is good affirmation - good atmosphere in class

(16) I'm learning stuff - good job!

(17) I like your calm demeanor even if you get flustered

(18) do you take attendance by any manner?

(19) really good movie about glucose uptake

(20) I left class ~ 9:00 am

(21) well done