

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 | (E) |
| 2. Answers students' questions thoroughly | A | B | C | D | (E) |
| 3. Defines new or unfamiliar terms | A | B | C | D | (E) |
| 4. Repeats difficult ideas several times | A | B | C | D | (E) |
| 5. Points out practical applications of concepts | A | B | C | D | (E) |
| 6. Uses graphs or diagrams to facilitate explanation | A | B | C | D | (E) |

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 | (E) |
| 8. Speaks in a dramatic or expressive way | A | B | C | D | (E) |
| 9. Makes eye contact with students | A | B | C | D | (E) |
| 10. Tells jokes or humorous anecdotes | A | B | C | D | (E) |
| 11. Reads lecture verbatim from prepared notes | (A) | B | C | D | E |
| 12. Smiles or laughs while teaching | A | B | C | D | (E) |

Interaction: techniques used to foster students' class participation

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

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 | (E) |
| 19. Clearly indicates transition from one topic to the next | A | B | C | D | (E) |
| 20. Periodically summarizes points previously made | A | B | C | D | (E) |

Pacing: rate of information presentation, efficient use of time

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

Speech: characteristics of voice relevant to classroom teaching

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|--|-----|---|---|---|-----|
| 24. Speaks clearly | A | B | C | D | (E) |
| 25. Speaks at appropriate pace | A | B | C | D | (E) |
| 26. Voice lacks proper modulation (speaks in monotone) | (A) | 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 | E |
| 28. Offers to help students with problems | A | B | C | D | E |
| 29. Talks with students before or after class | A | B | C | D | (E) |

Microbiology Lab

Friday 4-20-12

Juniper Huddleston - this is

the intro to the lab

- (1) doing an "epidemiology demonstration"
- (2) initial definitions: epidemiology, endemic, epidemic, etc.
- (3) you are doing good explanations, contrasts, & comparisons of these terms - students are making contributions
- (4) one of the great things about microbiology for many students is that it inherently seems "clinical" so they can make applications immediately
- (5) you are displaying good confidence in giving directions - the students are "engaged".
- (6) Rolling the marshmallow in non-writing hand
- (7) Circulating around & interacting with students ... you said "perfect" - good encouragement to students
- (8) continuing a potato experiment started the other day for's
- (9) Postulate verification
- (9) how are the groups constituted?
- (10) The students seem comfortable & know their way around the lab. Well done.