

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

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

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

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

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

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

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

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)

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microbiology

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February 28, 2013

- (1) Began with a student presentation (actually 2) on specific microbes ... descriptive characteristics, etc. - how did students choose their topic? did they have some sort of guide for their presentation?
- (2) Reminder of test ~~on~~ on March 5 - will include material from these presentations ... right?
- (3) "Does this make sense?" - good question - "Does everyone understand this?"
- (4) talking through virus lifestyle, growth curves...
- (5) well-paced presentation ... not too fast, not too slow
- (6) Would a bacterial net expose receptors for viruses? → student says "That would be dumb" & you agreed & laughed ... good - that was a positive reward to the student
- (7) There is a constant "evolutionary battle" between the virus & bacterium → I like this concept & the way you developed it later
- (8) Students seem to have PowerPoints printed out or displayed on laptops
- (9) you are listening carefully to student responses & collecting the various responses to put them together
- (10) Interesting discussion of host defenses against viruses
- (11) Fine ~~slide~~ slide & detailed consideration of ~~Baltimore~~ Baltimore classification of viruses - I like this material a lot
- (12) Students seem engaged & following you - you have their attention by presenting interesting material & doing it with care & clarity - good job.

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