

### 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

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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

- |                                                                 |     |   |   |   |     |
|-----------------------------------------------------------------|-----|---|---|---|-----|
| 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) |

Human Anatomy Class - November 9, 2012  
Juniper Huddleston

- (1) Started promptly - does anyone have any questions? - reminds of test next Wed. & what material will be considered
- (2) How closely does this lecture track with the lab?
- (3) How does the posterior view of the heart differ from the anterior view? - I like this approach
- (4) mixing anatomy & physiology appropriately
- (5) Good asking → ... does that make sense? are there questions?
- (6) I learned some stuff - good - listening for various heart sounds
- (7) Inserted a review question to consider & respond to
- (8) Voice is clear, easily understood
- (9) Students (although at 8:15 Am) seem attentive/engaged
- (10) Blood flow through the heart step by step & students are participating in the steps
- (11) You are less nervous than before with me in here - good
- (12) You are a pleasant person & that comes across in the class
- (13) are all these PowerPoints available to students ahead of time?
- (14) You are presenting good anatomy & physiology
- (15) connecting the heart innervations back to the nervous system material earlier in the semester
- (16) gave some clinical illustrations - passing around the heart model with bypass illustrations
- (17) How carefully are you following the student book?
- (18) moved from heart chapter to blood vessel chapter
- (19) what is different between forms of artery<sup>& capillary</sup> & vein cutaways - see #3
- (20) Did you do some initial histology earlier in the semester?
- (21) good stuff ... thanks