

Writing Program Observation Inventory

Purpose

The Observation Inventory helps to offer a common vocabulary, reduce observer bias, and inspire informal feedback. It outlines some characteristics of effective teaching that can guide you as an observer and that can be drawn from when you write the Observation Letter. It intends to help everyone think broadly about diverse ways of teaching effectively; it is not a comprehensive list. We don't expect that any class would meet all of these objectives. Only you and the observed faculty member see this inventory.

Instructions

The first time you reach out to the instructor you'll observe, you should share this with them. They can use it to decide when they'd like to be observed. In addition, you should use this inventory to guide your observation and note-taking during the class. You'll share it with the instructor during your post-observation meeting. This is a document to be shared only between the two of you.

	Evidence of Excellence	Notes from class
Instructional Methods	<ul style="list-style-type: none"><input type="checkbox"/> Teaching activities reflect WP values and objectives<input type="checkbox"/> Defining key terms and use of examples or illustrations<input type="checkbox"/> Lesson has a defined purpose that is shared with students and aligns with course goals<input type="checkbox"/> Meeting of lesson goals in the allotted time; making adjustments as needed<input type="checkbox"/> Blending of discussion, hands-on activities, group work, lecture, etc.<input type="checkbox"/> Use of motivation strategies, e.g., learner choice or implications of course concepts for other domains	

	<input type="checkbox"/> Inclusion of metacognitive tasks and self-reflection	
Instructional Materials & Tools	<input type="checkbox"/> Materials and tools are selected or curated to the needs and abilities of learners <input type="checkbox"/> Textual content is supplemented with visual aids and other learning tools <input type="checkbox"/> Novel implementation of vetted tools; inclusion of emerging digital or other tools	
Engagement with Students	<input type="checkbox"/> Built-in time for learners to ask questions and discuss or apply course content <input type="checkbox"/> Explicit welcoming of questions and acknowledgment of learner contributions <input type="checkbox"/> Active support and encouragement of learners of all backgrounds and identities <input type="checkbox"/> Students listen and respond to the instructor and each other <input type="checkbox"/> Participation is well distributed	

Strengths:

Suggestions:

Additional comments: