This classroom observation template is designed to pair with the CTL’s BUFF Classroom Observation Framework, pre-observation meeting guide, and post-observation meeting guide.

During or after your pre-observation meeting with the person you will observe, we suggest pasting into the spaces provided below the specific BUFF classroom observation framework dimensions and/or categories (with their example behaviors) that were selected as focus areas. We recommend at least three, but you can add additional categories as needed.

We suggest two possible approaches to using this form, but you may modify as needed to fit what works best for you.

1. Keeping in mind these focus areas, observe the class and take notes on what you see happening in the class. Immediately after the observation, compare your notes to this guide and make note of specific example behaviors you observed and any relevant notes/feedback for the specific focus areas. What feedback and questions arose that you’d like to discuss with the instructor during the post-observation consultation?
2. Use this form to take notes on the specific focus areas as you see them happening. Immediately after the observation, review and flesh out your notes as needed and compare notes across the focus areas. Are there any themes from different areas that you’d want to discuss together? What feedback and questions arose that you’d like to discuss with the instructor during the post-observation consultation?

Please note that this observation form template and the associated BUFF classroom observation framework are in development. Feedback welcome: please email Sarah Andrews at sarah.andrews-1@colorado.edu.

# Course Information

|  |  |
| --- | --- |
| Observer: |  |
| Observation date & time:  |  |
| Semester and Year: |  |
| Instructor: |  |
| Number of TAs and/or LAs who assisted with the class: |  |
| Course Name: |  |
| Course Number / Section: |  |
| Course Building & Room: |  |
| # Learners enrolled\* / # Learners who attended\*\*:\*if you didn’t get the enrollment from the instructor you can find that info at <https://classes.colorado.edu/> \*\*for very large classes where it may be difficult to count, you may approximate, or if ask the instructor for attendance if they collect it.  |  |

# II. Contextual Background and Activities

Use this space to briefly describe the classroom setting in which the lesson took place (space, seating arrangements, etc.). Use diagrams if they seem appropriate.

Record events here (e.g., topic transitions, start/stop times for group work), which may help in connecting observations/feedback to the session.

|  |  |
| --- | --- |
| Time | Description of events |
|  |  |

# III. Look for evidence of student engagement

Note that student engagement also appears in several of the BUFF dimensions (e.g., under Use Active Learning Strategies) - it can also be helpful to periodically scan the room and note the nature of way(s) students are engaged or disengaged.

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| --- |
| Student engagementWho’s participating? How many? In what ways?Example engaged behaviors* Listening
* Taking notes (by hand or on a device)
* Asking questions
* Answering questions
* Participating in discussions, group work, or other class activities
* Using devices as instructed for course work

Example disengaged behaviors* Using their phone
* Using computer or other device for non-class work
* Talking to peers about non-course work
* Asleep or otherwise tuned out (e.g., listening to music)

Additional observed behaviors and/or other observation notes: |

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# IV. BUFF Observation Dimensions

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| [Observation focus 1 - replace this highlighted portion in brackets with one BUFF framework category (and the checklist of example behaviors) that was selected as a focus area during the pre-observation consultation]Additional observed behaviors and/or other observation notes: |

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| [Observation focus 2 - replace this highlighted portion in brackets with one BUFF framework category (and the checklist of example behaviors) that was selected as a focus area during the pre-observation consultation]Additional observed behaviors and/or other observation notes: |

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| [Observation focus 3 - replace this highlighted portion in brackets with one BUFF framework category (and the checklist of example behaviors) that was selected as a focus area during the pre-observation consultation]Additional observed behaviors and/or other observation notes: |

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# V. Additional Notes

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| --- |
| Other Teaching EvidenceIf applicable, describe aspects of the classroom environment, learning experience, and/or teaching you observed that were not accounted for in the above categories. |

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| CuriositiesDescribe moments that sparked your interest in adopting the instructional methods being used, and/or list questions to guide the post-observation consultation. |

# VI. Actionable Suggestions

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| --- |
| Actionable SuggestionsDescribe opportunities/questions for the instructor to improve their teaching and strengthen the course and/or their teaching. |