



TATP IN-CLASS OBSERVATION – FEEDBACK FORM

NAME OF TA/CI:

DATE OF OBSERVATION:

COURSE TITLE & CODE:

NAME OF TATP OBSERVER:

Class Organization		Legend (O=Observed; R=Recommended; NA=Not Applicable)	Additional Comments
1	The lesson contained an introduction that promoted interest, activated and/or assessed the prior knowledge of students, and provided an overview of the whole lesson.		
2	Learning outcomes were identified and explained.		
3	Learning outcomes were appropriate given the amount of time available in class.		
4	The content of the lesson was connected to previous or future lessons.		
5	Summary (planned repetition of key points) was used effectively.		
6	Questions and answers were restated and/or repeated when necessary.		
7	Evidence of time management skills was present in the organization of the lesson, and the lesson was paced appropriately.		
8	Sufficient time was available for student questions or digressions if necessary.		
9	Conclusions and review were provided.		
10	Future goals were identified (i.e., how does this class lay the groundwork for future classes?).		



Accessible and Equitable Learning		Legend (O=Observed; R=Recommended; NA=Not Applicable)	Additional Comments
1	The instructor checked in with students as needed to ensure all learners had equal access to participation, materials, technology, and other elements of the lesson.		
2	Material was presented at a level appropriate for the students.		
3	New or unfamiliar terms, concepts, and principles were regularly defined when introduced.		
4	Diverse examples were used to clarify points.		
5	All steps in the solution to problems were shown.		
6	Complex or difficult material was explained in various ways.		
7	Positive reinforcement to student responses (including to incorrect responses) was provided.		
8	Key lesson takeaways were emphasized.		
9	Students were provided with multiple means of engagement and participation at multiple moments in the class.		

Active Learning and Facilitation		Legend (O=Observed; R=Recommended; NA=Not Applicable)	Additional Comments
1	Activities supported lesson learning outcomes and were clearly explained with effective instructions.		
2	Group work, individual assessment, or other methods were used to ensure a diverse range of participants in activities and discussion.		
3	Student questions were actively encouraged.		
4	Students were asked direct questions to monitor their understanding.		
5	Questions that were posed required students to exercise analysis, judgment, and/or critical thinking.		



6	Sufficient time was given for students to think about and respond to questions.		
7	Confusing or incorrect answers were responded to honestly and supportively.		
8	Questions were redirected to other members of the class when appropriate.		
9	Students were invited to solve problems and offer summaries of main points in their own words.		
10	Real-life examples related to students' own experiences were used when appropriate.		
11	The classroom was managed effectively (e.g., disruptions were handled well and difficult, time-consuming, or irrelevant questions were deferred to discussion outside of class).		

Educational Technology		Legend (O=Observed; R=Recommended; NA=Not Applicable)	Additional Comments
1	Visual aids (e.g., slide decks, handouts, etc.) were accessible, easy to follow, and relevant to the content of the lesson.		
2	Educational technology tools (e.g., polls, online platforms or documents, whiteboards, breakout rooms, etc.) and other teaching aids were clearly tied to learning outcomes and supported student understanding.		
3	Technical difficulties, if any, were handled effectively with minimal disruption to the learning environment.		

Application of a Teaching Tool or Strategy <i>(For participants in the TATP Educational Technology or Accessible, Inclusive, and Anti-Oppressive Pedagogies certificates only.)</i>		Legend (O=Observed; R=Recommended; NA=Not Applicable)	Additional Comments
1	The instructor used a teaching tool or strategy that was clearly relevant to their TATP certificate program.		
2	The choice of tool or strategy was thoughtful and appropriate given the content of the lesson and the needs of the learners in the course.		



3	The tool or strategy was clearly tied to the lesson's learning outcomes.		
4	The tool or strategy was applied effectively and enhanced the learning experience of students in the course.		

SUMMARY COMMENTS:

1) What was your overall impression of the TA/CI's class?

2) What were the TA/CI's major strengths as demonstrated in this observation?

3) What suggestions do you have for improving the TA/CI's skills or methodology?