

## Peer Observation of Teaching

This instrument contains of several parts. The pre-observation data sheet (first page) should be completed during the pre-observation visit with the teacher. The second page is completed during the observation, and the remaining parts immediately afterwards. Please study them carefully before the teaching observation.

### Pre-Observation Background Information

DEMOGRAPHIC DATA			
Teacher Name		Date	
Observer Name		Time of visit	Start:                      End:
Course/Section		# Students Enrolled	
Room Location		Required or elective? Primary student major(s):	
<b>LEARNING OBJECTIVES FOR THE SESSION (FOCUSED ON FOUNDATIONAL KNOWLEDGE/COMPREHENSION) (NO NEED TO COMPLETE IF LESSON PLAN IS AVAILABLE; PLEASE ATTACH THE LESSON PLAN):</b>			
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3. Expand as needed</li> </ol>			
<b>LEARNING OBJECTIVES FOR THE SESSION (FOCUSED ON APPLICATION, ANALYSIS, EVALUATION, CREATIVE PROCESSES):</b>			
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3. Etc</li> </ol>			
<b>PLANNED ASSESSMENTS OF STUDENT PERFORMANCE DURING THE LESSON:</b>			
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3. Etc</li> </ol>			
<b>PLANNED LEARNING ACTIVITIES FOR THE LESSON (MAY ALSO BE INFORMAL OR FORMAL ASSESSMENTS):</b>			
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• Etc</li> </ul>			
<b>LESSON ALIGNMENT WITH THE LEARNING OBJECTIVES IN THE COURSE SYLLABUS</b>			
Does the lesson align with the learning objectives of course syllabus? Yes <input type="checkbox"/> ; No <input type="checkbox"/> ; Not sure <input type="checkbox"/> ; If No or Not Sure, please explain: <a href="#">Click here to enter text.</a>			
<b>INSTRUCTOR PERCEPTION OF PHYSICAL FACILITIES (ROOM LAYOUT AND SETUP, ACOUSTICS, LIGHTING, AMBIENT NOISE, SEATING, ETC)</b>			
Room Layout			
<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Fixed auditorium seating</li> <li>• <input type="checkbox"/> Rows of moveable desk chairs</li> <li>• <input type="checkbox"/> Conference/seminar room with table(s) and chairs</li> <li>• <input type="checkbox"/> Classroom with tables and chairs</li> <li>• <b>Other (please describe):</b></li> </ul>			
Does instructor note any concerns with physical environment? Yes <input type="checkbox"/> ; No <input type="checkbox"/> If Yes, record concerns: <a href="#">Click here to enter text.</a>			
Notes or Comments			

## Time Log-Style (ethnographic) Teaching Observation Notes

Have a clock within your view. Enter the time at which specific actions are taken by the teacher and/or the students. Feel free to expand the table or use separate pages. It is important to record actions/behavior by both the teacher and the students, especially how one influences the other. Following the session, complete the rest of the tool

Time	What the teacher is doing	What students are doing

Please, estimate how the number of different students who spoke in class (i.e. students who asked a question; made a comment; were asked a question and answered) were distributed. Split the room in 4 quadrants and write your estimate in the appropriate quadrants below.

*FRONT OF THE ROOM*


## DISCOURSE PATTERNS (COMPLETE IMMEDIATELY FOLLOWING THE SESSION)

- When the instructor asked a question that resulted in no answers by students, what was the most common response by the instructor?
  - broke question down into simpler building-block questions
  - had students discuss the question in small groups
  - provided the answer him/herself     other: \_\_\_\_\_
 Comments: [Click here to enter text.](#)
  
- When students answered a question, what was the most common response by the instructor?
  - moved on to the next point/topic
  - asked students to give their reasoning, elaborate, or provide examples     other: \_\_\_\_\_
 Comments: [Click here to enter text.](#)
  
- Please identify discourse pattern observed:
  - Silent** (students are silent, teacher talks almost all the time)
  - Controlled** (teacher controls interactions mostly by asking and answering questions;
  - Active** (the teacher facilitates while the students talk primarily to each other);
  - Mix of Silent and Controlled;
  - Mix of Controlled and Active;

NOTES

## CLASSROOM CLIMATE

Characteristic	Always	Mostly	Sometimes	Never	N/A
The instructor addressed students by name					
The instructor addressed and responded to students respectfully.					
The instructor looked at students in all parts of the room, turned in their direction and provided a sense of inclusion for all students					
The instructor walked throughout the entire room (assuming remote PPT clickers, microphone and other tools were available, and there was room to move between students)					
Student behavior suggested they were comfortable interacting with the instructor					
Instructor kindly and constructively provided goal-related feedback students could use to improve their learning and performance.					
If students disconnected from the learning process (side conversations, being disruptive, etc.), the instructor appropriately redirected their attention to the topics/task at hand					
Instructor demonstrated enthusiasm while teaching.					
Instructor asked questions beyond mere fact recall.					
			Yes	No	Uncertain
A noticeable number of students arrived late and/or left early					
Did you hear disrespectful comments, questionable jokes, defensive or prejudiced remarks, rude behavior, put downs or complaints from the <u>students</u> ?					
Did you hear disrespectful comments, questionable jokes, defensive or prejudiced remarks, rude behavior, put downs or complaints from the instructor?					

NOTES

**ASSESSMENT ACTIVITIES COMPLETED BY STUDENTS TO SHOW UNDERSTANDING AND SKILL AND HOW THEY WERE USED BY THE INSTRUCTOR TO PROVIDE FEEDBACK**

Activity (One Minute Paper, Muddiest Point, assessment question, quiz, reflection, performance, defending a choice, etc)	Feedback to students
NOTES	

Please complete these four items if appropriate.

Balance of Use of Time (Teacher/Student Activity):

Highlights of most effective learning moments:

Highlights of least effective learning moments:

Additional Comments/Suggestions: