Observation of Classroom Teaching Formative Peer Review of Teaching Form

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| --- | --- | --- |
| **Instructor’s Name**:  | **Course**:  | **Today’s Date**:  |

 Choose One of the Following

| Classroom Logistics | Criteria Satisfied | SmallChange | SuggestedRevision | NotApplicable |
| --- | --- | --- | --- | --- |
| **Classroom has an orderly and established routine.** Look for: Instructor and students arrive on time; Students who arrive late do so with little disruption; Instructor has command of the classroom and brings students to order; When equipment is utilized, students quietly retrieve these. |  |  |  |  |
| *Comments...* |
| **Instructor transitions between activities.** Look for: The instructor clearly signals transitions between lecture topics, discussions, and student activities; Instructor brings students back to attention as student-to-student activities conclude. |  |  |  |  |
| *Comments...* |
| **Distractions are limited.** Look for: Overall, students are engaged and/or on task with limited distractions; The instructor reminds students of course policies on distracting behavior as necessary; Students who appear distracted are invited to re-engage.  |  |  |  |  |
| *Comments...* |
| **Organization and time management.** Look for: Overall, the instructor appears prepared for today’s session; Materials – both digital and print – are accessed with ease; The instructor articulates an agenda or goal for the class session and manages the allotted time effectively. |  |  |  |  |
| *Comments...* |
| **Class conclusion.** Look for: Instructor reserves a few minutes at the end of class for concluding remarks and reminders; The instructor ends class on time; If the instructor’s schedule allows, they attend to students with additional questions after class. |  |  |  |  |
| *Comments...* |

 Choose One of the Following

| Instruction and expertise | Criteria Satisfied | SmallChange | SuggestedRevision | NotApplicable |
| --- | --- | --- | --- | --- |
| **Connections to subject matter and concepts.** Look for: Instructor briefly reviews prior lesson, makes connections to today’s lesson, and previews upcoming lesson; Instructor makes connections between the lesson and current events, pop culture, or other ways of remembering. |  |  |  |  |
| *Comments...* |
| **Presentation style is effective.** Look for: The instructor presents the material at an appropriate pace by monitoring students’ response and reaction; The instructor can be heard at the back of the room (or uses audio equipment); The presentation is interspersed with engagement opportunities (e.g., cold calling, discussion, polling, brief activity). |  |  |  |  |
| *Comments...* |
| **Invites questions and discussion.** Look for: Instructor pauses lecture and/or demonstration to solicit questions; Opportunities for discussion are embedded throughout the lecture and/or demonstration; Instructor utilizes technology to collect questions. |  |  |  |  |
| *Comments...* |
| **Responding to student questions.** Look for: Instructor is comfortable responding to student questions and confident when explaining they do not have an immediate answer; Instructor responds in an encouraging manner when a student struggles or produces a wrong answer; Student comfort-level in asking questions and responding indicates prior positive experiences in the class. |  |  |  |  |
| *Comments...* |
| **Subject matter knowledge and expertise.** Look for: Instructor is accurate and thorough in presenting today’s instruction; Examples and explanations provided by the instructor are appropriate for the level of the course. (Mark as N/A if you are unfamiliar with the subject matter.) |  |  |  |  |
| *Comments...* |
| **Subject matter clarity.** Look for: The instructor takes time to point out difficult or challenging concepts; Instructor draws students’ attention to common areas of confusion and misconceptions. (Mark as N/A if you are unfamiliar with the subject matter.) |  |  |  |  |
| *Comments...* |

 Choose One of the Following

| Activities and Exercises | Criteria Satisfied | SmallChange | SuggestedRevision | NotApplicable |
| --- | --- | --- | --- | --- |
| **Directions to students are clear.** Look for: The instructor clearly presents the directions for the activity or exercise; The instructor monitors the classroom for confusion, logistical issues, or students who are not on task. |  |  |  |  |
| *Comments...* |
| **Purpose of the activity or exercise is clear.** Look for: The instructor clearly articulates the purpose of the activity or exercise and how it relates to the subject matter; As appropriate, the instructor generates suspense or indicates the purpose is intentionally unclear (and why). |  |  |  |  |
| *Comments...* |
| **Appropriate level of challenge.** Look for: Students work diligently and appear to be making progress on the activity or exercise; As appropriate, the instructor normalizes struggle and/or the need for creative solutions needed to complete the activity or exercise; The amount of intervention on behalf of the instructor is appropriate for the nature of the activity or exercise. |  |  |  |  |
| *Comments...* |
| **Time and resources.** Look for: The instructor has allotted adequate time for the activity or exercise; Students have access to the resources (physical or digital) needed to complete activity or exercise; When resources or supplies on hand are limited, students are placed into groups of appropriate size to ensure everyone has an opportunity to participate. |  |  |  |  |
| *Comments...* |
| **Debrief and transition.** Look for: The instructor concludes the activity or exercise by making connections between what the students just worked on and the subject matter; The instructor transitions students from the activity/exercise to the next item on the agenda. |  |  |  |  |
| *Comments...* |

 Choose One of the Following

| Classroom Environment | Criteria Satisfied | SmallChange | SuggestedRevision | NotApplicable |
| --- | --- | --- | --- | --- |
| **Rapport with students.** Look for: The instructor and students have a sense of familiarity with one another; The instructor calls on students by name (as appropriate when considering class size). |  |  |  |  |
| *Comments...* |
| **Supportive environment.** Look for: The instructor encourages student risk taking; Students are comfortable responding to questions and cold calling; The students do not appear hesitant to respond, indicating prior positive experiences in this class. |  |  |  |  |
| *Comments...* |
| **Facilitation of conversation.** Look for: The instructor is comfortable with long pauses and silence, giving students time to process an answer; The instructor intervenes effectively when a small number of students appear to be dominating the conversation; Sensitive or controversial topics are handled with care as the instructor monitors student response and reaction. |  |  |  |  |
| *Comments...* |

This form is non-evaluative and is intended to guide your peer review by providing a recommended list of what to look for in course materials. The tables can be edited to include additional rows and criteria based on your academic unit’s needs.

 Choose One of the Following

| Additional rows | Criteria Satisfied | SmallChange | SuggestedRevision | NotApplicable |
| --- | --- | --- | --- | --- |
| **Description**Long description here  |  |  |  |  |
| *Comments...* |
| **Description**Long description here  |  |  |  |  |
| *Comments...* |
| **Description**Long description here |  |  |  |  |
| *Comments...* |

### Review: Overall Comments

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| --- |
| *Space for overall comments on what is working well, recommended small changes, and suggested revisions…* |

|  |  |  |
| --- | --- | --- |
| **Reviewer’s Name**:  | **Department**:  | **Date**:  |

Reminder: The formative, development-focused peer review of teaching is confidential. Please, do not distribute this review to others. Schedule your post-conference with the instructor receiving this review and present this form during your meeting. Thank you.

