

Peer Observation Form

Instructor's Name:

Date:

Course:

Semester/Year:

Observer's Name:

Visit 1 Visit 2 Visit 3 Visit 4

Type of teaching (see page 3):

The instructor asked me to observe this aspect of his/her teaching and offer feedback and suggestions tied to this component. See page 2 for list of possible observation criteria.

Based upon the points we discussed, this is what I noted during the observation.

I also offer these recommendations based on my observation of the instructor. (Use extra paper if needed.)

Observational look-fors based on conversations with students, instructors, and deans at Casper College as well as research completed at other community colleges.

The intent of the look-fors is to expand the definition of quality teaching. Not every instructor will use this list; these items should help the observer recognize examples of exemplary teaching. These items should also help spur on conversations with the faculty member following the observation.

Preparation

- Instructor is prepared for the start of class.
- Instructor presents content in an organized format.
- Instructor uses class time effectively. The class moves along at an easy pace and ends at the prescribed time.

Interaction/Engagement

- Instructor provides narrative examples of concepts.
- Instructor offers ways to apply the content in a way that allows students to discuss the content with the class.
- Instructor facilitates student engagement and participation.
- Instructor can tie content to the student's major and offer real world examples of the content's use.
- Instructor gets the students out of their seats as part of an active hands-on classroom.
- Instructor employs innovative teaching techniques that enhance the learning experience.
- In a lab setting, the instructor is moving around the class and working closely with the students.
- The students are actively engaged in the class based upon these possible behaviors: eye contact, the taking of notes, responses to questions and discussion topics, asking questions of the instructor, proper responses to the situation such as laughter, and/or leaning forward toward the front of the class.

Rapport/Climate

- Instructor throws out ideas and allows the students to respond.
- Instructor allows students an adequate amount of time to respond to questions or dialogue.
- Instructor knows the names of his/her students. Appropriate by week 4.
- Instructor relates the learning to the students' lives and experiences. For example, the instructor allows the students with opportunities to share about their backgrounds and cultures.
- Instructor responds appropriately to student questions or comments.
- Instructor encourages a climate where all opinions and people are valued and respected. For example, the instructor allows students a say in choosing what will be studied.
- Instructor asks various students questions rather than focussing on one or two.
- Instructor creates an environment of trust that allows students to explore and learn from mistakes.
- Instructors knows aspects of student lives outside of the classroom.
- Instructor demonstrates enthusiasm for the subject matter through the use of voice and body movements.
- Instructor smiles and appears to enjoy working with the students.

Class management

- Instructor demonstrates effective class management.
- Instructor handles disruptions in a positive manner without altering the classroom environment.

Delivery of content

- Instructor's delivery (verbal and nonverbal) is effective. For example, the instructor makes eye contact with all of the students and speaks at a voice level that allows all students to hear.
- Instructor offers a clear explanation of the class topic for the day or a tie to previous class topics.
- Instructor identifies clear objectives for the class and works to meet them during the class session.
- Instructor's use of technology/media is appropriate. This means the visual aids are easy to read and the technological content (videos, YouTube, social media, etc.) tie closely to the overall content.
- Instructor knows the material well and does not have to refer to his/her notes often.
- Instructor offers definitions of new concepts, words, etc.
- Instructor teaches concepts using a couple of different learning strategies including visual, auditory and kinesthetic. For example, the instructor might teach a concept using graphs and charts, then allow the students to discuss the concept with one another, and then offer a demonstration or field example of the concept.
- The class content is challenging. The instructor's teaching is easy to follow while stimulating high-order thinking skills. He/she presents difficult concepts comprehensibly.

Observable teaching behavior based on the teaching method

Problem-solving; Problem-based learning

- Instructor offers the design of the problem.
- Instructor organizes the materials that will be used in the assignment.
- Instructor outlines the structure of the learning activity.

Information Transfers (Lectures)

- Instructor clearly presents the material in an organized manner.
- Instructor is enthusiastic during the presentation while encouraging interest in the class.
- Instructor uses different forms of media and examples to support her/his main points.
- Instructor engages with the students to help them understand the lesson.

Discussion

- Instructor facilitates and directs the conversation during the class.
- Instructor questions students on their responses.
- Instructor works with all of the students in the class.
- Instructor fosters a tone that encourages the exchange of ideas.
- Instructor clarifies responses to help the students better understand the concepts discussed.

One-on-one

- Instructor serves predominantly as a mentor with the student. This means guiding the student through the learning process rather than dictating the outcome.
- Instructor uses questioning strategies to engage with the student.

On-line teaching

- Instructor designs assignments and activities so that the materials are accessible and usable.
- Instructor creates a learning environment by offering constructive on-line conversations.
- Instructor manages the on-line discussion tools in a timely manner.