



PEER OBSERVATION FORM

Instructor: _____

Date of Observation: ____/____/____

Peer Observer: _____

HOW TO USE THIS FORM:

This form is intended to focus observations on the mechanics of the classroom instruction and interaction, not on the content of the course.

Peer Observer:

This form is designed to guide your observation and evaluation of a peer's class. Please note teaching strengths as well as provide suggestions for pedagogical improvement, whenever possible.

This form is not meant to be used as a checklist to observe and evaluate, rather it should generally frame the feedback and serve as a starting point for identifying appropriate areas to address given the discipline, instructor teaching style and individual class session goals (e.g., as stated in the pre-observation form).

The areas of focus listed in the form are not limited or exhaustive—feel free to comment on additional relevant components not included here.

Areas of Focus	Observer Comments & Suggestions
<p>Preliminary Activities</p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> • Setup (i.e., materials, information projected on board/screen, physical arrangement) • Class Start (i.e., on time, overview of class session w/ clearly stated goals or portrayed in an obvious fashion) 	
<p>The Main Event</p> <p><u>Instructional Methods</u> (i.e., lecture, discussion, small-group work)</p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> • Well-suited for teaching the content covered • Have a clear purpose • Encourage general attentiveness and consider attention spans in the timing of classroom activities • Provide opportunities for student participation and encourage engagement with the course content, instructor, and/or peers • Emphasize and summarize important points • Attend to the intellectual, emotional, and/or physical needs of students • Prompt students' to draw on prior learning and experiences • Examine student achievement of goals (i.e., questioning students on course material, observing student performance, discussion, quizzes) <p><u>Class Flow</u></p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> • Well organized and easy to follow • Transitions between units, sections, concepts and/or topics • Allows time for questions • Uses time management to cover content • Concludes and reviews of day's topic 	

Interaction with Students

Potential areas for comment:

- Presentation techniques are well utilized (i.e. movement, lecturing from notes vs. manuscript, eye contact)
- Tone of voice indicates interest in the subject, students, and student questions
- Creates a participatory classroom environment
- Responsive to student nonverbal cues (i.e., excitement, boredom, confusion, apprehension)
- Uses student names whenever possible
- Encourages student questions
- Provides clear explanations to student questions

Integration of Technology (*if applicable*)

Potential areas for comment:

- Technology is used to engage students, enhance learning, and/or generally enrich students' class experience as part of lecture, activities, or discussion
- Technology is leveraged to facilitate a learning experience that would otherwise not be possible
- Student work done via technology outside of class is integrated into the class session (i.e. homework, discussion board)

General Comments, Summary & Suggestions: (to be filled out by peer observer)

This space could be used to describe the setting in which the lesson took place, relevant information about the makeup of the class, and any other descriptive characteristics that would provide appropriate context to the feedback. This space could also be used to highlight areas for suggested pedagogical improvement, along with concrete strategies for implementation.

Response: (to be filled out by faculty member)

This space should be used to articulate goals for the next peer observation of course instruction and outline concrete steps to reach those goals.