Peer Observation of Instruction

Effective and meaningful evaluations of teaching require positive engagement between the observing- and the observed instructor.

As a developmental process, this includes three waves: a pre-observation conversation, the class observation, and a post-observation conversation.

This form includes questions that help observers fairly assess all aspects of a teaching and learning experience *and environment*, including those things that are beyond the instructor’s control. The process is designed to establish and facilitate a climate of trust, growth, and support among colleagues. The goal is not so much to “grade” instructional performance, but to support one-another in the development and enhancement of teaching and learning.

Peer Observation of Instruction Forms

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| **Instructor Name:** | **Observer Name:** |
| **Class:** | **Observation Date:** |
| **Department:** | **College:** |

**Pre-Observation Meeting**

**Pre-Observation (conversational) Framing Questions:**

1. Tell me about the class.
2. How is it going?
3. What’s working?
4. What’s not?

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| **Session-Specific Questions** |
|  | Comments |
| What is the topic of the observed session? |  |
| How does it fit in the context of the course itself? |  |
| What are the goals for the class that I will observe? |  |
| What are your plans for achieving them? |  |
| What teaching/learning activities will take place? Why? |  |
| What have students been asked to do in preparation for this class? |  |
| Is there anything in particular you would like me to focus on during the observation? |  |
| Is there anything about the class, the students, the methods, the environment that I should be mindful of during the class session? |  |

**Class Observation Form**

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| **Preparation and Organization** |
|  | Yes | No | Comments |
| Did the instructor arrive prepared and organized for class? |  |  |  |
| Were the learning goals for the session clearly articulated? |  |  |  |
| Were presentation materials integrated effectively? |  |  |  |
| If technology was used, was it used effectively?  |  |  |  |
| Was class time used efficiently and effectively? |  |  |  |
| Did the instructor stay on task? |  |  |  |

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| **Teaching Strategies and Presentation/Engagement Skills** |
|  | **Yes** | **No** | Comments |
| Were the teaching strategies appropriate for the course content? |  |  |  |
| Did the teaching strategies help students accomplish learning goals? |  |  |  |
| Did the students “buy-in?”  |  |  |  |
| Did the instructor facilitate student engagement, inclusively?  |  |  |  |
| Did the instructor respond effectively to questions? |  |  |  |
| Did the instructor respond effectively to non-verbal cues? |  |  |  |
| Did the instructor project his/her voice adequately? |  |  |  |
| Did the instructor use nonverbal behavior –gestures, eye contact, etc.—effectively? |  |  |  |
| Did he/she convey enthusiasm for the subject matter and student participation? |  |  |  |
| Did the instructor use the classroom space effectively? |  |  |  |
| Did the instructor conclude with a sense of accomplishment and clear expectations for the next class session? |  |  |  |

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| **Content Knowledge** |
|  | **Yes** | **No** | Comments |
| Did the instructor demonstrate a command of the material he/she was presenting? |  |  |  |
| Did the instructor contextualize information and use examples in ways that helped students comprehend complex points? |  |  |  |
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| **Class Climate and Learning Environment** |
|  | Yes | **No** | Comments |
| Is the time of the class optimal for accomplishing the learning goals associated with it?  |  |  |  |
| Is the class type (face-t-face, online, hybrid) compatible with the learning goals? |  |  |  |
| Is the classroom suitable for the class and the instructor’s teaching style? |  |  |  |
| Is the layout optimal for student engagement and active learning? |  |  |  |
| Is the technology appropriate for the learning goals associated with the class? |  |  |  |
| Is access an issue for the instructor or the student? |  |  |  |
| Are there any environmental/location-based distractions? |  |  |  |
| Was the class climate positive? |  |  |  |
| Did the students generally come to class prepared? |  |  |  |
| Did the students maintain a suitable level of interest and engagement? |  |  |  |
| Did the students respond appropriately to the instructor’s methods? |  |  |  |
| Did the students respect the instructor and other students?  |  |  |  |

**Post-Observation Form**

**Post-Observation Discussion Questions**

1. Overall, how do you think the class session went?
2. In hindsight, was this a typical class session?
3. Do you think this was a fair representation of a day-in-the-life of your class?
4. What were your strengths?
5. Any weaknesses?
6. Reflecting on the class, are there any things you would have or could have done differently?

**Overall Formative Evaluation**

In the space provided, please provide an overall assessment of the instructor’s performance based on the pre-observation meeting and materials, the observed session, and post-observation meeting. Please include specific recommendations for change and professional growth.

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