

Peer Observation of Instruction: Forms

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Pre-Observation Meeting Form

Instructor Name:	Observer Name:
Class:	Pre-Ob Meeting Date:
Department:	College:

Artifact Assessment			
	Yes	No	Comments
Does the syllabus cover required institutional policies?			
Does it clearly articulate the purpose of the course in a way that speaks to the students?			
Are student learning outcomes clearly articulated?			
Are the methods of accomplishing them discussed?			
Will they provide direct evidence of learning/outcome attainment?			
Are the expectations of student performance and engagement clearly explained?			
Are they reasonable?			
Is there a rationale for how the class will be taught and why? Is it compelling?			
Are the assignments and assessments suitable to the content and the learning goals for both the course and the class?			

Pre-Observation (conversational) Framing Questions:

1. Tell me about the class.
2. How is it going?
3. What's working, what's not?
4. Note number of students
5. Note faculty member's perception –and you assessment—of the learning environment.

Session-Specific Questions		
	Pre-Observation Comments	Post-Observation 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

Instructor Name:	Observer Name:
Class:	Pre-Ob Meeting Date:
Department:	College:

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?			

Teaching Strategies and Presentation/Engagement Skills			
	Yes	No	Comments
Did the instructor stick to the game plan?			
If not, was the change appropriate to a newly evident learning opportunity?			
Were the teaching strategies appropriate for the course content?			
Did the teaching strategies help students accomplish learning goals?			
Were the strategies deployed confidently?			
Were the strategies deployed successfully?			
Did the students “buy-in?”			
Did the instructor maintain an engaged learning environment?			
Did the instructor respond effectively to questions?			
Did the instructor respond effectively to non-verbal cues?			

Did the instructor provide evidence of efficacy?			
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 the class with a sense of accomplishment and a clear indication of how to prepare for the next class session?			

Content Knowledge			
	Yes	No	Comments
Did the instructor demonstrate a command of the material he/she was presenting?			
Did the instructor contextualize formal knowledge (e.g., readings, facts, figures) and use examples in ways that helped students comprehend complex points?			
Did the instructor effectively and efficiently distinguish between major and minor points?			
Did the instructor successfully match his or her content mastery with the course level?			
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 one another?			
Referring back to the pre-observation materials and discussion, does the student population (majors/non-majors, course level and student level, etc.) compliment or detract from accomplishing the course goals?			

Post-Observation Form

Instructor Name:	Observer Name:
Class:	Pre-Ob Meeting Date:
Department:	College:

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?

Discuss perspectives on the observed session.

Share and discuss your assessment of the observed session.

Share and discuss teaching strategies and alternatives.

See CETL for more.

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 and how and when they will be addressed.