

CLASSROOM PEER OBSERVATION

Instructor: _____ Date: _____
 Course/Institution: _____ Observer: _____

Directions: Below is a list of effective teaching behaviors that may occur during a class. This form is to be used as a guide, not a list of teaching requirements. We recommend that the instructor and observer use this list prior to the observation as a basis to discuss/highlight selected areas on which to focus.

* **Bold indicates research-based effective teacher characteristics.**

ORGANIZATION	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Arrives early to class (may chat with learners before class): <input type="checkbox"/> Begins class on time in an organized manner: <input type="checkbox"/> Arranges materials/information before class: <input type="checkbox"/> Shares session agenda/outline with class: <input type="checkbox"/> Clearly states session objective and significance of objective/activities (& periodically overall course objective) with class: <input type="checkbox"/> Reviews prior class material to prepare class for <input type="checkbox"/> Clearly demonstrates transition from one topic/activity to the next: <input type="checkbox"/> Periodically summarizes material addressed during class session: <input type="checkbox"/> Adapts smoothly to back-up plan when necessary (uses board etc., if overhead malfunctions, addresses misunderstandings, provides further application activities, if needed): <input type="checkbox"/> Ends class on time: <input type="checkbox"/> Reminds students of assignments, tests, projects etc.: <input type="checkbox"/> Summarizes main points at the end of class: <input type="checkbox"/> Appears well-prepared for class (has materials/equipment available and organized): <input type="checkbox"/> Organizes lecture/strategies so students can easily take notes: <input type="checkbox"/> Frequently checks student understanding:				

CLARITY	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Provides examples of each concept: <input type="checkbox"/> Uses concrete examples to explain: <input type="checkbox"/> Concretely defines/explains difficult or unfamiliar terms (or directions or procedures etc.): <input type="checkbox"/> Clearly explains relationships among topics/facts/theories, etc.: <input type="checkbox"/> Repeats challenging/unfamiliar info: <input type="checkbox"/> Remains focused when answering questions (sticks to main topic): <input type="checkbox"/> Clearly and legibly writes on board/OH: <input type="checkbox"/> Relates usefulness of content to real world: <input type="checkbox"/> Repeats questions from student(s) so all hear: <input type="checkbox"/> Describes terms/concepts/theories etc. in more than one way: <input type="checkbox"/> Emphasizes important points by pausing, raising voice, or speaking slowly, etc. <input type="checkbox"/> Uses visuals with explanations: <input type="checkbox"/> Points out practical use of content: <input type="checkbox"/> Answers questions completely: <input type="checkbox"/> Shares tips to learning difficult info: <input type="checkbox"/> Shares key terms visually (board, OH, handout): <input type="checkbox"/> Explains info in easy-to-understand terms/language: <input type="checkbox"/> Provides sample test questions: <input type="checkbox"/> Shares tips with students regarding taking exams, mastering content, etc.: <input type="checkbox"/> Clearly explains what is expected on tests and assignments:				

	Not	More	Shown	
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ENTHUSIASM	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Speaks in expressive manner: <input type="checkbox"/> Smiles while teaching: <input type="checkbox"/> Shows respectful facial expressions: <input type="checkbox"/> Shows appropriate sense of humor: <input type="checkbox"/> Moves around room while speaking (does <u>not</u> stay behind podium): <input type="checkbox"/> Gestures with arms, hands, head or body: <input type="checkbox"/> Appears relaxed with class: <input type="checkbox"/> Does not read continually from notes <input type="checkbox"/> Answers questions completely: <input type="checkbox"/> Distracting mannerisms/habits (specify):				
CONTENT	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Uses several visuals during class: <input type="checkbox"/> Uses appropriate examples: <input type="checkbox"/> Relates content to previous knowledge: <input type="checkbox"/> Relates information to future, <u>practical</u> (real world) application: <input type="checkbox"/> Shares/encourages diverse/more than one point(s) of view: <input type="checkbox"/> Shares thought-provoking info: <input type="checkbox"/> Shares up-to-date info in field: <input type="checkbox"/> Relates assignments to course or session objective: <input type="checkbox"/> Distinguishes between fact and opinion:				

INTERACTION	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Praises student answers/uses probing questions to build on answers: <input type="checkbox"/> Uses a variety of strategies in class: <input type="checkbox"/> Encourages student participation: <input type="checkbox"/> Asks questions to entire class: <input type="checkbox"/> Answers questions clearly and directly: <input type="checkbox"/> Refrains from answering own questions: <input type="checkbox"/> Encourages students to answer each other's questions: <input type="checkbox"/> Encourages student to answer difficult questions by providing cues: <input type="checkbox"/> Constructively admits error or insufficient knowledge (i.e., suggests options to finding correct info): <input type="checkbox"/> Respects/encourages different points of view: <input type="checkbox"/> Integrates students' ideas into class: <input type="checkbox"/> Guides student when s/he errs: <input type="checkbox"/> Provides ample demonstrations: <input type="checkbox"/> Provides frequent feedback (corrective feedback when needed): <input type="checkbox"/> Shows respect/sensitivity to diverse learners: <input type="checkbox"/> Promotes active learning/student participation: <input type="checkbox"/> Encourages/facilitates relevant student-led discussion: <input type="checkbox"/> Asks questions of various levels (i.e., Bloom's Taxonomy):				

PACING	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Students were not rushed: <input type="checkbox"/> Asked/checked understanding before moving to next topic: <input type="checkbox"/> Covers an appropriate (not too little or too much) amount of material during class: <input type="checkbox"/> Does not engage unrelated issues/content during class (does not go off on tangents): <input type="checkbox"/> Students have enough time to finish tasks:				
SPEAKING	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Speaks in an acceptable tone/volume: <input type="checkbox"/> Speaks clearly (does <u>not</u> stutter, slur, mumble words, or say "uh"/um"): <input type="checkbox"/> Speaks at an appropriate pace (not too fast or slow): <input type="checkbox"/> Speaks with expressive manner (not monotone): <input type="checkbox"/> Uses appropriate (non-distracting) gestures: <input type="checkbox"/> Maintains eye contact with students (i.e., does not talk to board, windows/walls): <input type="checkbox"/> Speaks in respectful, easy-to-understand language: <input type="checkbox"/> Speaks slowly and clearly when covering difficult terms/ideas/content:				

RAPPORT	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Encourages student feedback: <input type="checkbox"/> Encourages student thought and participation: <input type="checkbox"/> Responds constructively to student opinions/contributions: <input type="checkbox"/> Encourages (and may present) diverse points of view: <input type="checkbox"/> Warm classroom climate (students speak freely, relates to students as people, appropriate humor): <input type="checkbox"/> Responds to student misunderstanding or confusion respectfully: <input type="checkbox"/> Treats students/class equitably: <input type="checkbox"/> Listens effectively/closely to student comments/concerns/questions: <input type="checkbox"/> Tries to reach many kinds of students when teaching: <input type="checkbox"/> Encourages mutual respect, honesty, and integrity among class members: <input type="checkbox"/> Responds to distractions effectively: <input type="checkbox"/> Encourages constructive criticism: <input type="checkbox"/> Admits errors with honesty/integrity: <input type="checkbox"/> Provides constructive feedback: <input type="checkbox"/> Responds to students by name (in classes of 30 or less): <input type="checkbox"/> Informally talks with students before and/or after class: <input type="checkbox"/> Accessible to students outside of class (i.e., office hours):				

TEACHING STRATEGIES	Not Observed 1	More Emphasis 2	Shown Very Well 3	Comments
<input type="checkbox"/> Encourages student participation: <input type="checkbox"/> Explains difficult content in more than one way: <input type="checkbox"/> Uses a variety of activities in class: <input type="checkbox"/> Provides demonstration/examples of given content, information, issues or theories: <input type="checkbox"/> Uses various media in class: <input type="checkbox"/> Holds attention and respect of students: <input type="checkbox"/> Adapts to any changes in student attention (i.e., increases student participation, changes strategy, activity, changes pacing, etc.): <input type="checkbox"/> Demonstrates sincere interest/excitement about the course content/session: <input type="checkbox"/> Demonstrates effective teaching strategy for given content: <input type="checkbox"/> Demonstrates excellent content competence: <input type="checkbox"/> Provides opportunities for students to apply content (i.e., problems, case study, generate examples, etc.): <input type="checkbox"/> Connects new ideas/theories/content etc. to familiar ideas/theories/content: <input type="checkbox"/> Uses text content in class session: <input type="checkbox"/> Connects content to previous and upcoming class session: <input type="checkbox"/> Shares current developments in the field: <input type="checkbox"/> Connects content to assignments: <input type="checkbox"/> Asks questions to gain attention: <input type="checkbox"/> Uses "wait-time" when asking questions to class: <input type="checkbox"/> Teaches content that is not too difficult (beyond course description) or too easy: <input type="checkbox"/> Students are continually engaged (listening, taking notes, or on-task discussion, activity, etc.): <input type="checkbox"/> Decreases distractions constructively:				