

Peer Observation of Teaching

Sample Observation Form

Instructor's name:	
Observer's name:	
Date of session:	

Course title and name:	
Student info: (number of students, degree programs, other relevant characteristics)	
Venue:	
Type of teaching / learning activities:	
Duration:	
Observation techniques used and whereabouts of observer:	
Session goals:	

Review Comments: *[Below are sample parameters for the observation. The instructor and observer should mutually agree on a relevant structure in advance.]*

- 1. Learning environment.** To the extent that it is under their control, comment on how the instructor arranged or structured the physical environment to suit the needs of the class, and how effectively they used the classroom space. Were there aspects of the learning environment that might be improved to be more inclusive?
- 2. Overall climate.** Describe the overall social climate of the classroom. Comment on the students' and instructors' roles in facilitating that climate.
- 3. Instructor's methods.** Comment on your impression of the suitability and effectiveness of the instructor's methods considering the course content and objectives. Are there other methods you are aware of that may be effective, or that may be more explicitly inclusive?
- 4. Instructor-student interactions.** Comment on the tone and style of instructor-student interactions that you observed. What did the instructor do to make all students feel safe, supported, and encouraged? Were students treated equitably?
- 5. Student-student interactions.** Comment on the tone and style of student-student interactions that you observed. How did the instructor manage these, and intervene if appropriate?
- 6. Content.** Did the content of the session present challenges to making students feel included? If so, how did the instructor manage these challenges? And how might the content be reconsidered, supplemented, or presented differently in order to be more inclusive.
- 7. Student engagement and participation.** Comment on the students' engagement and participation. Did some students holding certain identities appear more or less engaged?