



PEER OBSERVATION FORM (Modified for Data 375 Fall 2021)
Sources and Methods for Evaluating Teaching
Committee on Teaching – Berkeley Division, Academic Senate

Instructor: _____

Date of Observation: _____

Observer: _____

- Setup (i.e., materials, information projected on board/screen, seat arrangement):
- Instructional Methods (i.e., lecture, discussion, small-group work):
- Number of students present:
- Focus of observation (from email or conversation with instructor prior to observation):
- Observer notes (objective description of what instructor and students are doing during class session, including time at which different activities/parts of class session occurred):

Areas of Focus	Observer Comments & Suggestions:	Instructor Reflections:
<p>Preliminary Activities</p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> • Class starts on time, with overview of class session including stated goals • Creates a welcoming classroom environment • Provides opportunities for initial student engagement with the course content • Prompts students' to draw on prior learning and experiences 		
<p>The Main Event</p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> • Well-suited activities for teaching the content covered, that have a clear purpose and engage students • Provides opportunities for student participation, exploration, and interaction with content, instructor and peers • Evaluates student mastery of learning goals (i.e., with discussion prompts, individual questioning students on course material, observing student performance, quizzes) • Maintains a productive classroom learning environment 		
<p>Closure:</p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> • Clear transition to closing class • Emphasizes and summarizes important points • Clarifies homework expectations 		

<p>Interactions with Students</p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> • Tone of voice indicates interest in the subject and students • Encourages student questions, and provides clear responses • Creates a participatory classroom environment • Responsive to student nonverbal cues (i.e., excitement, boredom, confusion, apprehension); attends to the emotional and physical needs of students • Uses student names whenever possible 		
<p>Class Flow</p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> • Well organized and easy to follow • Transitions smoothly between units, sections, concepts and/or topics • Uses good time management, including allowing time for questions • Considers attention spans in the timing of classroom activities • Presentation techniques are well utilized (i.e. movement, eye contact, interactions with chalk/white board or slide deck) 		

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)