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):

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| Areas of Focus | Observer Comments & Suggestions: | Instructor Reflections: |
| **Preliminary Activities** *Potential areas for comment:*   * 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 |  |  |
| **The Main Event** *Potential areas for comment:*   * 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 |  |  |
| **Closure:** *Potential areas for comment:*   * Clear transition to closing class * Emphasizes and summarizes important points * Clarifies homework expectations |  |  |
| **Interactions with Students** *Potential areas for comment:*   * 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 |  |  |
| Class Flow  *Potential areas for comment:*   * 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) |  |  |