*CTE Instructional Consultants provide feedback to support professional development in teaching. This feedback is neither “peer review” nor an evaluation of teaching performance.*

*Peer Review of Teaching is feedback from a disciplinary colleague that can support professional development in teaching and inform evaluation of teaching performance.*

| Classroom Observation Feedback Form |
| --- |
| Instructor: |
| Department/College: |
| Academic Rank: |
| Course & section number:  |
| Class days, time, & location: |
| Enrollment: |
| Observation date: |
| Observer: |

| **Content Expertise** | **Yes** | **No** | **N/A** | **Comments/Descriptions** |
| --- | --- | --- | --- | --- |
| Demonstrated disciplinary knowledge and skills***Examples may include but are not limited to****:** *Comfortable with subject and questions*
* *Minimal reliance on notes or slides when talking about content*
* *Recognizes aspects of the content that are challenging for learners*
 |  |  |  |  |
| Incorporated current and/or relevant research to support the content of the class, when appropriate ***Examples may include but are not limited to****:** *Shares current related research to engage students*
* *Shares current new items or events to engage students*
 |  |  |  |  |

| **Instructional Delivery** | **Yes** | **No** | **N/A** | **Comments/Descriptions** |
| --- | --- | --- | --- | --- |
| Planned class time effectively to share content and allow for student engagement***Examples may include but are not limited to****:** *Available before class*
* *Began on time*
* *Summarized material from previous session*
* *Previewed class session*
* *Current event or news item utilized to emphasize/illustrate relevance of course content*
* *Clear transitions between methods*
* *Review of session at conclusion*
* *Previewed next session*
* *Ended session on time*
* *Available after class*
 |  |  |  |   |
| Utilized multiple engagement methods.***Examples may include but are not limited to****:** Think-Pair-Share
* I>Clicker or Poll software
* Collaboration/Groups/Teams
* Guided notes
* Discussion
* Case study
* Problem solving

Utilized multiple assessment methods:***Examples may include but are not limited to****:** *Quiz*
* *Poll*
* *Muddiest Point*
* *Other*
 |  |  |  |  |
| Communicated effectively and demonstrated enthusiasm***Examples may include but are not limited to****:** *Instructor’s communication approach is matched to the level of the course*
* *Instructor is energetic and engaged with the students and topic*
* *Instructor communicated with entire room*
 |  |  |  |  |
| Created a learning environment and used teaching strategies that fostered student questions and engagement***Examples may include but are not limited to****:** *Paused for clarification*
* *Asked questions to check for understanding*
* *Provided examples*
* *Used analogies*
* *Included visual aids*
* *Promoted student interaction*
 |  |  |  |  |
| Listened carefully to student comments and questions and responded effectively***Examples may include but are not limited to****:** *Restates student questions to check for understanding*
* *Responds to questions addressing what, why, how, etc.*
 |  |  |  |  |
| Used effective questioning techniques***Examples may include but are not limited to****:** *Use appropriate wait time following questions*
* *Repeated student responses so everyone could hear them*
* *Acknowledged and encouraged students responses by saying things like, “tell me more about that,” or, “yes, and can anyone add to that response.”*
 |  |  |  |  |
| Used appropriate technology (any tool for delivering content or engaging students) effectively to support student learning * *Technology used enhanced student engagement - White Board, Break Out Rooms, Poling, Shared Documents, etc. (list)*
* *Technology used enabled student progress on a learning outcome - Tools used in the course (Peerceptiv, Perusal, Turnitin, etc. (list)*

***List specific tools use here:*** |  |  |  |  |
| Provided opportunities to help students outside of class***Examples may include but are not limited to****:** *Office hours are posted in the syllabus*
* *Instructor is also available for appointments outside of office hours*
* *Instructor offers additional opportunities for student interaction such as review sessions, etc.*
* *Supplemental/support resources are referenced in the syllabus*
 |  |  |  |  |

| **Course and Classroom Management** | **Yes** | **No** | **N/A** | **Comments/Descriptions** |
| --- | --- | --- | --- | --- |
| Provided efficient student access to class materials (notes, readings, assignments, quizzes, etc.) ***Examples may include but are not limited to****:** *Course materials are listed in the syllabus*
* *Course materials are available in Canvas*
* *Course materials are available through the library*
 |  |  |  |  |
| Practiced effective teaching strategies that acknowledged and valued differences among students, including differences in opinion during class discussions***Examples may include but are not limited to****:** *Created an inclusive learning environment where all or most student participated during class*
* *Approached classroom communication and management with balance and sensitivity*
 |  |  |  |   |

**Summary Comments**

What specific active engagement strategies were used during the session?

* Think-Pair-Share
* I>Clicker or Poll software
* Collaboration/Groups/Teams
* Guided notes
* Discussion
* Case study
* Problem solving
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Percentage of students highly engaged during a significant portion of the session:\_\_\_\_\_\_\_\_\_\_

(*as estimated from environmental scan report attached*)

Things that went well for the instructor/class:

Challenges in this particular class:

Specific suggestions for enhancing the learning environment: