*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: