

**Part-time Faculty  
Peer/PC**

**Peer Observation**

**Instructor Name** \_\_\_\_\_

**Reviewer** \_\_\_\_\_

**Course** \_\_\_\_\_

**Date** \_\_\_\_\_

*In collaboration with your partner, choose the areas you would like to focus on for the observation.*

**ORGANIZATION**

- Begins class on time in an orderly, organized fashion
- Previews discussion content
- Clearly states the goal or objective for the period
- Reviews prior class material to prepare students for the content to be covered
- Provides class arrangement appropriate for teaching method
- Does not digress often from the main topic
- Summarizes and distills main points at the end of class
- Appears well-prepared for class

Summary:

**PRESENTATION**

- Incorporates various instructional supports like slides, films, diagrams, visuals, music, color, etc.
- Uses a variety of teaching strategies to address diverse learning styles
- Responds to changes in student attentiveness
- Uses a variety of spaces in the classroom from which to present material (i.e., does not “hide” behind the podium)
- Blackboard/overhead writing is large and legible
- Speech fillers, (for example, “OK, “hm”) are not distracting
- Speaks audibly and clearly
- Uses gestures to enhance meaning and not to release nervous tension (repetitive gestures tend to do the latter)
- Communicates a sense of enthusiasm and excitement toward the content
- Use of humor is positive and appropriate
- Presentation style facilitates note-taking
- Establishes and maintains eye contact with students
- Varies the pace to keep students alert
- Selects teaching methods appropriate for the content

Summary:

## **RAPPOR**

- Recognize and encourages student contributions
- Solicits student feedback
- Encourages student thought and participation
- Responds respectfully and constructively to students
- Knows and uses student names
- Treats class members equitably
- Listens carefully to student comments and questions
- Tailors the course to help many kinds of students
- Responds to distractions effectively yet constructively
- Demonstrates content-competence
- Responds confidently to student inquiries for additional information
- Creates an environment conducive to learning
- Admits error and/or insufficient knowledge
- Respects constructive criticism

Summary:

## **CONTENT**

- Selects examples relevant to student experiences and course content
- Relates course content to what's gone before and will come after
- Makes course content relevant with references to "real world" applications
- Presents views other than own when appropriate
- Explains difficult terms, concepts, or problems in more than one way
- Presents background of ideas and concepts
- Presents pertinent facts and concepts from related fields
- Presents up-to-date developments in the field
- Relates assignments to course content
- Clearly organizes assignments
- Carefully explains assignments

Summary:

## **INTERACTION**

- Encourages student questions, involvement, and debate
- Answers student questions clearly and directly
- Gives students enough time to respond to questions
- Refrains from answering own questions
- Responds to wrong answers constructively
- Allows ample time for questions
- Encourages students to respond to each other=s questions
- Encourages students to answer difficult questions by providing cues and encouragement
- Allows relevant student discussion to proceed uninterrupted
- Presents challenging questions to stimulate discussion
- Respects diverse points of view

Summary:

## **ACTIVE LEARNING**

- Clearly explains directions or procedures
- Clearly explains the goal of the activity
- Has readily available materials and equipment necessary to complete the activity
- Allows opportunity for individual expression
- Provides practice time
- Gives prompt attention to individual problems
- Provides individuals constructive verbal feedback
- Careful safety supervision is obvious
- Allows sufficient time for completion
- Provides enough demonstrations
- Demonstrations are clearly visible to all students
- If the discovery method is employed, schedules time for discussion of results
- Required skills are not beyond reasonable expectations for the course and/or students
- Provides opportunities for dialogue about the activity with peers and the instructor
- Allocates sufficient clean-up time within the class session

Summary: