



Faculty Peer Observation and Feedback Observation Organizer

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Learning Focus	Strengths	Questions/Considerations
Prior Knowledge: What evidence did you see of the instructor assessing, using, correcting, or otherwise engaging with students' prior knowledge of the course material?	<i>Good review of previous session and how it connects to today's material.</i>	<i>Perhaps ask students what examples they have seen of this material in their own lives?</i>
Knowledge Organization: What evidence did you see of the instructor helping students organize course concepts to build appropriate understanding of the material?	<i>Learning objectives laid out at the beginning, PPT slides mostly clear.</i>	<i>Learning objective PPT slide too small to read from the back of the room. Consider increasing size and making it 2 slides.</i>
Motivation: What evidence did you see of the instructor making clear the material's value and relevance to real world phenomenon? What evidence did you see of the instructor making clear the kinds of effort necessary to acquire the skills being taught?	<i>Walking students through how to navigate the special lab manual and estimating how long it would take seemed effective.</i>	<i>I did not see any clear connections to the value or relevance of course material to anything outside the upcoming exam. Consider bringing in a few examples of how this material is useful outside the context of school.</i>
Mastery: What evidence did you see of students integrating and applying skills they were acquiring?	<i>Clicker questions seemed to make clear what students understood and what they needed to have clarified.</i>	<i>Consider having students click in their answer, talk to each other for a minute or two, then click in again.</i>
Practice and Feedback: What evidence did you see of students getting practice using course concepts towards an explicit goal and getting feedback on that practice (for example, practice questions, in-class activities, etc.)?	<i>Lab exercise was a clear application of the previous homework questions, and the concluding discussion of the lab results seemed to help students integrate the homework sets with their lab activities.</i>	<i>There was a conversation about the grading of the homework sets—I'm curious if the TA makes clear the correct answers or just marks points off for incorrect answers?</i>
Class Climate: What evidence did you observe of the class climate being a good fit for students' social, emotional, or intellectual needs? What active engagement among students did you see	<i>The front half of the classroom seemed engaged and "with you"—they asked good questions and you repeated them for the rest of the room. Use of humor seemed effective.</i>	<i>Some students in the last two rows were mostly facebooking toward the end of class. I wonder if there are activities you can plan toward the end of class to reengage everyone?</i>
Self-Directed Learning: What evidence did you see of students getting help learning how to learn? (Assessing the demands of a task, evaluating their own knowledge and skills, planning, monitoring their own progress, and making adjustments as needed?)	<i>Discussion of paper outline/draft and project milestones included some good overall tips on planning big projects and keeping tabs on deadlines.</i>	<i>I wonder if having students peer-review each other's outlines and project plans might help them see how others are doing it effectively?</i>
General Delivery/Facilitation: What aspects of delivery or facilitation drew your attention? Consider aspects of presentation skill, student-to-student interaction, student questions both asked and answered, use of technology, structure and pace of activities, etc.	<i>Made sure to repeat student questions/comments for everyone. Slow movements and clear voice presented an easy demeanor in front of the class. Use of PPT mostly effective and clicker questions well-integrated.</i>	<i>A few moments when it seemed students had questions but you moved on a bit too fast. Consider moving out from behind the podium a bit more to engage more of the room?</i>