**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? |  |  |
| **Knowledge Organization:** What evidence did you see of the instructor helping students organize course concepts to build appropriate understanding of the material? |  |  |
| **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? |  |  |
| **Mastery:** What evidence did you see of students integrating and applying skills they were acquiring? |  |  |
| **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.)? |  |  |
| **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 |  |  |
| **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?) |  |  |
| **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. |  |  |