

Observation Guidebook for the Teaching Exemplars Network (TEN)

Institute for Teaching & Learning

The University of Connecticut

Section 1. GENERAL INFORMATION

Date _____ Peer Observer _____

Faculty Member being observed _____

Course Number & Title _____

Number of students enrolled _____ Number of students Present _____

Section 2. BACKGROUND

Course syllabus provided	yes	no
General Education course	yes	no
Service Learning course	yes	no
Writing (W) course	yes	no
Quantitative (Q) course	yes	no
Lecture with Lab course	yes	no

Section 3. What do you hope to gain from this experience?

Section 4. Describe the classroom environment

[Type text]

Section 5. INSTRUCTION: An Interactive Process
Note – all of these items may not be observable from one class.

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PEER OBSERVATIONS

During the class, use this space to record examples of what you see happening in the classroom. There are prompts next to each question giving examples of the teaching pedagogy asked in the question, but the list is not exhaustive and you may be able to think of other examples.

PEER REFLECTIONS

After the class, as soon as possible, use this space to write down your reflections about how you could use similar techniques in your classroom, or how you could modify some techniques to fit your teaching style or present comfort level in a classroom. Also reflect upon what may not be useful to you.

PEER OBSERVATIONS

PEER REFLECTIONS

GETTING THE CLASS STARTED

1. There are Learning Goals and Objectives for each class just as there are overarching Learning Goals and Objectives for the course as a whole.
In what ways did you observe evidence of the Learning Goals and Objectives being stated for this class or addressed for the overall course?
What are they and how were they addressed in class?

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
<p>2. How did materials provided, e.g. readings, hand-outs, etc., adequately/appropriately support the learning objectives?</p>	
<p>3. How did the instructor use the classroom environment to enhance teaching, or how did the classroom environment make it difficult for the teacher to enhance teaching and in what ways did the teacher attempt to work around this, e.g. did the instructor move between rows of students or was he/she tethered to a podium; were the desks moveable or not – if the desks were not moveable and the instructor could not move between rows of students did he/she move where they could?</p>	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
4. How did the instructor use the white-board and in what ways did he/she ensure that students could read what was written?	
PRESENTING CONTENT	
5. What strategies does the instructor use to creatively present material? (e.g., metaphors, instructor's personal stories, soliciting personal stories from students, relevant cartoons, case studies, demonstrations)?	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
6. In what ways did the instructor connect new material to previously learned material?	
7. In what ways did the instructor connect new material to real world issues that students would find necessary or interesting (e.g., grades, food, politics, etc.)?	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
FACILLITATING DISCUSSION AND INTERACTION	
<p>8. What strategies does the instructor use to initiate / facilitate discussion? (e.g., questions, common experiences, intentional disagreement, direct applications, ill-defined problems, Socratic Method)?</p>	
<p>9. What types of interaction occurred between students (e.g., paired discussions, small group activities)?</p>	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
<p>10. In what ways was the instructor involved with students during group activities (e.g., walking from group to group, sitting with groups, responding to questions from groups)?</p>	
<p>11. In what ways did the instructor ensure that quiet voices were able to participate in discussions or in answering questions?</p>	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
12. In what ways did the instructor manage overparticipants (loud or confrontational voices)?	
LEARNING STYLES	
13. In what ways did the instructor use a variety of instructional methods that would appeal to learners of varying learning styles (e.g., lecture, discussion, AV, hands-on activity, small group work)?	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
CONCERN FOR STUDENTS	
<p>14. How did the instructor demonstrate knowledge of all or some student names and to take interest in identifying students as individuals?</p>	
<p>15. Did the instructor present material at a good pace (not too fast or too slow) and did the instructor pause often and ask questions, or check to see if the class understood the topic? If the instructor asked for understanding, how did they do so, with a general, “Does anyone have any questions?” or with a specific question on the material that required student answers to ensure clarity of the material?</p>	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
<p>16. If the opportunity arose, in what ways did the instructor demonstrate flexibility in addressing particular topics or skills included in today's instruction (e.g., modified the amount of time spent on a planned topic, offered to meet with students outside class time, offered supplemental material)?</p>	
<p>17. How were appropriate accommodations made for students with special needs?</p>	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
ASSESSMENT	
<p>18. In what ways did the instructor informally assess students' understanding of new material, e.g. by listening and following up with an acknowledgement that the student has understood the material, or by clarifying the material if the student hasn't understood?</p>	
<p>19. Did the instructor provide a feedback mechanism in class, or at the end of class, by asking for questions or with a more formal method, such as a "minute-paper" where students anonymously write down one thing they understood and one thing they are still a little unclear about? (If minute-papers are used, was there evidence that the instructor reads them and addresses questions from them?)</p>	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
<p>20. What levels of Bloom's Taxonomy (example attached) did the instructor teach at for various topics and activities in the class?</p>	
CLASSROOM MANAGEMENT	
<p>21. Did the instructor listen (really listen) to student questions, comments and concerns and provide feedback?</p>	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
<p>22. Did the instructor pause after asking questions? How long did he/she wait for an answer? Did he/she call upon students to answer or use another method, such as small group discussion, to answer a question posed to a silent class?</p>	
<p>23. Was the pace of the class constant, or did it change, e.g. lecture for 20 minutes, then activity for 20 minutes, etc.</p>	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
<p>24. What gestures, verbal and nonverbal cues did the instructor use to enhance the class (e.g., moving away from podium/desk, referring to students by name, and sitting in a circle for discussions)?</p>	
<p>25. Is there a T.A. for the class? Was the T.A. present? What tasks, if any, did the T.A. perform during the class?</p>	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
TECHNOLOGY	
<p>26. What technologies were used by instructor? How were these used?</p>	
<p>27. What technologies were used by students? How were they used? This can include proper use of clickers and laptops as well as improper use of laptops or cell-phones.</p>	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
28. How did the use of technologies clearly support the learning in the classroom?	
29. Did the instructor use or refer to online resources such as those available through HuskyCT?	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
ENDING THE CLASS	
30. How did the instructor end the class and how did he/she ensure that class ended on time?	
31. Was the instructor available after class for questions, or did he/she emphasize office hours or other forms of assistance (Writing Center, Quantitative Center, or office hours at the end of class)?	
SUMMARIES	
32. In what ways did the instructor summarize the material for the observed class time?	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
33. In summary, list <i>instructor</i> activities.	
34. In summary, list <i>student</i> activities.	

[Type text]

PEER OBSERVATIONS	PEER REFLECTIONS
35. Other noteworthy observations about this class:	

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