

TEP Peer Teaching Observation Guide

This guide invites peer observers to look for teaching practices aligned to the University of Oregon's professional, inclusive, engaged, and research-informed teaching quality standards. It may serve as a useful tool for self reflection; it also may help structure specific, collegial conversations between faculty about the overall effectiveness of a class session and inform written peer reviews of teaching. Not all the items included here are relevant or possible for a given course or class session. Conversely, it may be appropriate for an observer to comment on practices not specifically included here.

For many of the teaching practices included in this guide, we provide references to research showing the link between the practice and enhanced learning. Many of the references also contain suggestions for implementing the practices.

Suggestions for using this guide to observe a class session:

- 1. Obtain copies of the course syllabus, course learning objectives, and department learning objectives. Review them so you can assess how the class session you observe fits into the larger context of the course and curriculum.
- Meet with the instructor to be reviewed to discuss the content of the class session to be observed, the approach they will take, particular teaching practices the faculty member has been working on to which they would like you to pay particular attention, and any other items outlined in your department's peer review procedure.
- 3. Perform a "fact-based" observation in class: record exactly what the instructor and students do, examples used, etc. while keeping this guide beside you to remind you what to look for.
- 4. After class, fill out the form that starts on page 2 of this document, adding comments and notes to give a complete picture of the class session.
- 5. Meet with the instructor again to discuss your observation and identify one or two areas the instructor might want to work on.

Date:	Has observer obtained course syllabus?	
Instructor:	Has observer obtained course learning objectives?	
Observer:	Has reviewer obtained department learning objectives?	
Course:	Have reviewer and instructor met prior to observation to discuss review procedures?	
Number of Students (approx.):	Will/have reviewer and instructor meet after observation to discuss results?	
Classroom Layout: List audio/visual media or materials used (e.g. PowerPoint, board, document camera, handouts, polling devices, etc.)	List any aspects of the physical classroom environment that might affect the class (hot/cold, noise, etc.)	

Yes/Mos Practices Partially, Not Appli Not Appli	<u>Observations and notes</u>
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Checks or is aware when students are lost,	
hurried, etc.	
Ensures that all in the classroom can hear	
questions and comments.	
Provides adequate time for completion of	
in-class activities.	

Inclusive teaching	
Uses student names or makes attempts to learn them. [4]	
Seems excited about/interested in material and the students.	
Uses respectful and inclusive language and works to ensure a respectful and open learning community. [3]	
Has designed the class session to be accessible and welcoming to all (e.g. pictures show a variety of races, ethnicities, and genders; names used in problems are not ethnocentric). [3] [5] [6]	
Encourages and facilitates dialogue, discussion, and student-student interaction for all students (e.g. helps people find partners, structures activities to promote equal participation). [3] [7] [8]	
Connects to students' prior knowledge, lessons, assignments, and/or readings. [9] [10]	
Explores and values connections with other disciplines and/or real-world phenomena (tangible examples when they exist). [11]	
Draws upon student experience and/or current events. [9] [11]	
Has chosen content to reflect a diversity of voices, where appropriate. [5] [6]	
Classroom community: the students	
Arrive on time and remain until dismissed.	
Are attentive (e.g., not having side conversations or surfing the web. [12] [13]	
Listen to and build on one another's ideas.	
Take notes. [14]	

Linger after session to speak about	
material.	

Research-Informed Teaching		
Draws upon scholarly works, including		
current research/developments.[1]		
Invites students into the subject matter,		
e.g. through storytelling [15]; compelling		
case studies [16]; explicit commentary		
about the skills, values, or formation of the		
discipline; etc. [3]		
Shows command of the material.		
Class session learning objectives aligned		
with overall course objectives. [1] [2] [17]		
[18]		
Course learning objectives aligned with		
overall departmental objectives. [17] [28]		
Class session content (knowledge, skills, or		
abilities) and activities aligned with the		
class session learning objectives. [17] [18]		
Builds off student answers/comments		
whether correct or incorrect.		
Incorporates low-stakes assessment (such		
as iClicker questions, one-minute papers,		
muddiest point, etc.) to help instructor		
and students gauge progress. [19] [20] [21]		
Teaches the class at a level appropriate for		
most students. [2] [11] [22]		
Incorporates small-group discussions or		
problem-solving sessions into the class		
period. [23] [24] [25]		
Poses questions and allots time for		
students to discuss them. [19]		
Asks a variety of types of questions (e.g.,		
factual, application, critical).		
Waits 5 - 15 sec for answers before		
repeating, rephrasing, or moving on, and		
avoids answering own question. [26]		
Encourages students to reflect on their		
learning (e.g. by asking students to write		
an end-of-class summary, identify the		
day's muddiest point, or write about what		
they know now that they didn't 5 weeks		
ago). [21]		
Finishes with a summary or closing		
activity. [1]		

Overall Impressions

Works Cited

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