# **Drafting the Peer Observation Letter**

# When writing your feedback, please address these and/or other relevant observations.

*Review of Syllabus/Canvas/Other Course Materials*

* Did the syllabus and materials clearly describe expectations, requirements, and assessments for the course? Do the materials demonstrate attention to inclusivity, goal orientation, and scholarship? (Scholarly Inclusive Goal Oriented)

*Technical Aspects/Classroom Mechanics*

* Resources/Activities selected for the class (e.g., board work, slides, handouts, etc.) were educationally valuable, well executed, and beneficial for the students. (Scholarly)
* The instructor’s activities were well organized, structured, and made good use of time. (Goal Oriented)
* Instructor’s communication was respectful, accurate, and appropriately thorough (e.g. information written on board, in hand-outs, tone in responding to students). (Inclusive)
* Active Learning (if applicable). ​The instructor chose active learning strategies that suited the class size/structure, and followed departmental guidelines. (Scholarly Inclusive)

*Targeted Pedagogy*

* Content. ​The instructor chose interesting, relevant examples to support student learning. (Scholarly Inclusive)
* Motivation. ​The instructor provided context and worked to make the material relevant to students (e.g., by connecting it to other subjects, giving examples, real-world applications). (Scholarly Inclusive Goal Oriented)
* Depth. ​The instructor demonstrated deep subject knowledge when delivering content and answering questions. (Scholarly)
* Reasoning. ​The instructor highlighted the ideas behind the content and encouraged students to practice and increase their reasoning ability. (Scholarly)

*Student Engagement*

* Students appeared to be on task and engaged in learning. (Scholarly Inclusive)
* Many students participated and appeared comfortable engaging with peers/the instructor. (Inclusive)
* Many different students responded to the instructor’s questions and activities. (Scholarly Inclusive)

*Additional considerations*

* What did the instructor do well? (Continuous Improvement)
* What could the instructor do to improve their teaching? (Continuous Improvement)
* What observations do you have on your interactions with the instructor? (Continuous Improvement; Coaching)

In partnership with the [Teaching Quality Framework Initiative](https://www.colorado.edu/teaching-quality-framework/), adapted from work by the the CU Math Department, [Math Guide to Writing Peer Classroom Observation Letters](https://www.colorado.edu/teaching-quality-framework/sites/default/files/attached-files/guide_for_writing_peer_classroom_observation_letters_math-draft.pdf), retrieved July 2021, and [UTeach Observation Protocol](https://pd.uteach.utexas.edu/utop) (UTOP), retrieved March 2018, through support from the National Science ​Foundation (DUE-1725959). Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the NSF.