

MCDB Peer Teaching Observation Form¹ DRAFT V5

Please complete the following steps for your peer observation:

- Request and review the syllabus for the course *prior* to your classroom observation. Ask instructor to provide examples of assessments and other materials to better help you understand the climate of the course.
- Ask instructor to choose 3 (or more) of the categories below that they wish you to focus on for your observation.
- Make notes and use descriptors as possible indicators, not a required check-off list.
- Meet with the instructor you observed to discuss your review.
- Return your observation to the head of the PTOC.
- Write your evaluation letter and submit to the chair's assistant.

Observer:	
Instructor:	
Course Name:	
Course Number / Section:	
Date / Time:	

Section A: Classroom Observations

Required. Instructor is clear and thorough in presentation and encourages student exploration of content.

Example instructor behaviors could include:
Presented information that was accurate and appropriate to course level
Selected strategies to make content understandable to students
Fielded questions in a way that encouraged more participation
Recognized students' (even vaguely articulated) ideas

Example student behaviors could include:
Responded to instruction with ideas relevant to target content
Engagement Appeared to be engaged with lesson content
Appear comfortable with the pace of material presentation

Evidence / Notes:

¹ Adapted from the Oregon Teacher Observation Protocol (OTOP): Wainwright, C. L., Flick, L. B., & Morrell, P. D. (2003). Development of instruments for assessment of instructional practices in standards-based teaching. *Journal of Mathematics and Science: Collaborative Explorations*, 6(1), 21-46. Developed in partnership with the Teaching Quality Framework Initiative (<https://www.colorado.edu/teaching-quality-framework/>) with sponsorship by 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.

Faculty: please choose 3 (or more) of the categories below. The observer will focus on these categories during their observation, and will provide feedback on these topics.

A1) Instructor encourages students to seek and value various modes of investigation or problem solving.	
<p>Example instructor behaviors could include:</p> <ul style="list-style-type: none"> Presented open-ended questions Encouraged discussion of, or discussed, alternative explanations Presented inquiry opportunities for students Used a variety of teaching approaches 	<p>Example student behaviors could include:</p> <ul style="list-style-type: none"> Used problem-solving strategies Suggested alternative explanations or approaches Posed questions to peers or instructor
Evidence / Notes:	

A2) Instructor encourages students to be reflective about their learning.	
<p>Example instructor behaviors could include:</p> <ul style="list-style-type: none"> Routinely asked for student input and questions Encouraged students to explain their understanding of concepts Encouraged students to discuss how they solved a problem Encouraged students to think about what approaches*are helping them learn 	<p>Example student behaviors could include:</p> <ul style="list-style-type: none"> Discussed what they understood from the class and how they learned it Identified anything unclear to them Reflected on and evaluated their own progress toward understanding
Evidence / Notes:	

A3) Interactions reflect collaborative working relationships and productive discourse among students and between instructor and students.	
<p>Example instructor behaviors could include:</p> <ul style="list-style-type: none"> Organized students for group work Interacted with small groups Provided clear outcomes for group 	<p>Example student behaviors could include:</p> <ul style="list-style-type: none"> Worked collaboratively or cooperatively Exchanged ideas with peers and teacher
Evidence / Notes:	

A4) Instructor values intellectual rigor, constructive criticism, and the challenging of ideas	
<p>Example instructor behaviors could include:</p> <ul style="list-style-type: none"> Encouraged input and challenged students' ideas Was non-judgmental of student questions or explanations Solicited alternative explanations 	<p>Example student behaviors could include:</p> <ul style="list-style-type: none"> Asking thoughtful questions Provided evidence-based arguments Listened critically to others' explanations Discussed/Challenged others' explanations (fellow students, TAs, instructors)
Evidence / Notes:	

A5) Instructor uses strategies and activities to probe students' existing knowledge and preconceptions.	
<p>Example instructor behaviors could include:</p> <ul style="list-style-type: none"> Pre-assessed students' thinking and knowledge Helped students confront and/or build on ideas Refocused lesson to adapt to student ideas/needs 	<p>Example student behaviors could include:</p> <ul style="list-style-type: none"> Comfort in expressing different or incorrect ideas for discussion Respond to the ideas of other students
Evidence / Notes:	

A6) Instructor promotes coherent conceptual understanding in the context of clear learning goals.	
<p>Example instructor behaviors could include:</p> <ul style="list-style-type: none"> Instructor discusses goals with students (either explicitly, or has them presented somewhere) Instructor relates questions or ideas back to broader goals 	<p>Example student behaviors could include:</p> <ul style="list-style-type: none"> Students are aware of broader goals and/or discuss how content they are learning relates to broader goals or big picture
Evidence / Notes:	

A7) Instructor makes meaningful connections between content of course and the discipline’s big ideas, as well as to other curricular areas.	
<p>Example instructor behaviors could include:</p> <ul style="list-style-type: none"> Integrated content with other curricular areas Applied content to real-world situations Asked higher level questions Encouraged students to extend concepts and skills Related content ideas to broader concepts and big ideas 	<p>Example student behaviors could include:</p> <ul style="list-style-type: none"> Made connections with other content areas Made connections between content and personal life Asked and answered higher level questions Recognize how content applies to broader concepts and big ideas
Evidence / Notes:	

A8) Especially appropriate for advanced courses. Instructor encourages students to generate conjectures, alternative solution strategies, and ways of interpreting evidence.	
<p>Example instructor behaviors could include:</p> <ul style="list-style-type: none"> Accepted multiple responses to problem-solving situations Provided example evidence for student interpretation Encouraged students to challenge the text/each other 	<p>Example student behaviors could include:</p> <ul style="list-style-type: none"> Generated conjectures and alternate interpretations Critiqued alternate solution strategies of teacher and peers
Evidence / Notes:	

Section B: additional feedback

Suggestions for improvement

Additional Notes