

## Peer Review of Teaching: Classroom Observation Guide

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[DEPARTMENT NAME]

[SEMESTER]

[OBSERVER NAME]

[OBSERVED FACULTY MEMBER NAME]

To adequately capture a faculty member's teaching strengths during the Peer Review of Teaching (PRoT) process, the observer should take notes about the learning environment, student engagement, classroom management, and the method of instruction. There are a multitude of aspects that encompass an instructor's teaching, and it may be difficult to focus on individual traits. The list below should help faculty observers organize their thoughts on what to look for when observing another faculty member's teaching.

When conducting the observation, take note of the following:

- What is the learning environment like (are the learners relaxed or tense?)
- Does the faculty member state the goal or focus of the session?
- Does the faculty member direct his/her instruction towards the student's appropriate level of learning?
- Do the students appear well prepared for the session? What about the instructor? Does everyone have enthusiasm for the subject? Do the students appear engaged?
- Is there a logical sequence to the presentation of information?
- How often does the faculty member check for understanding among the students (asking for questions, etc...)?
- How does the faculty member handle the students' emotions (e.g. disagreement, boredom, frustration, curiosity, excitement, etc...)
- Describe the level of questions the faculty member poses to the students, and whether the questions are on par with the expected technical knowledge of the students.
  - NOTE: A copy of Bloom's Taxonomy (a useful method to quickly determine the level of thinking required to answer a classroom assessment) can be obtained from the Office for Teaching and Learning at the address above.
- Describe the faculty member's body language and movement during class. Does he/she make eye contact with the students, or look mainly at notes, blackboard, etc...? Does the faculty member speak loudly enough for the entire class to hear?
- How does the instructor conclude the teaching session? Does he/she summarize major points? If appropriate, does the instructor discuss upcoming classes or assessments?

## Overall Impressions:

➤ **What worked well in the class?**

➤ **What could be improved?**

Adapted with permission from: Newman L., Roberts D., Schwartzstein R., (2012). Peer Observation of Teaching Handbook. MedEdPORTAL Publications; Retrieved on 11/11/14 from: [www.mededportal.org/publication/9150](http://www.mededportal.org/publication/9150)

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