Master list of peer observation themes with department/unit specific examples[[1]](#footnote-1)

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(**NOTE: examples may still be in development**)

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### Organization and clarity

* **Organized and clear.** The instructor’s activities were well organized with an apparent sequence, clearly explained, and made good use of time. (GSLL, Language courses)
* **Organized and clear.** The instructor’s activities made good use of time and were well organized with a clear sequence. (GSLL, Content courses)
* **Organization and clarity.** How did the instructor structure the lecture/class session? How did the instructor communicate historical content, instructions, materials, tasks, discussion, etc. to students? (HIST)
* **Organized.** The instructor’s activities were well organized, structured, and made good use of time. (IPHY, MATH, MCEN)
* **Organized and Prepared.** The instructor’s materials, activities, and resources (e.g. readings, PowerPoints, multimedia, website, etc.) were organized, well prepared, clearly explained, and broadly consistent with stated learning goals. (RAPs)

### Tools, resources, and content

* **Tools and Resources.** The instructor selected tools and resources (e.g., readings, PowerPoints, board work, multimedia, website, etc.) that contributed to students’ understanding and learning and included authentic materials (i.e., materials originally produced for a native speaker audience). (GSLL, Language courses)
* **Tools and Resources.** The instructor selected tools and resources (e.g., readings, PowerPoints, board work, multimedia, website, etc.) that were accurate, appropriate to student cognitive level, and that contributed to students’ understanding and learning. (GSLL, Content courses)
* **Resources.** Resources selected for the class (e.g., board work, slides, handouts, etc.) were educationally valuable, well executed, and beneficial for the students. (MATH)
* **Resources.** Resources selected for the class (board work, PowerPoints, etc.) were educationally appropriate and appeared valuable (e.g., used various materials to foster student understanding, such as drawings, graphs, physical materials, videos, etc.). (MCEN)
* **Content.** The instructor chose examples and details that were appropriate and worthwhile for helping students learn the content in this course. (IPHY, MATH, MCEN)
* **Use of Target Language.** The instructor consistently used the target language at a level appropriate for students’ understanding. (GSLL, Language courses)
* **Subject matter.** How did the content and examples the instructor chose support the themes and concepts of the class meeting? (HIST)

### Learning goals and expectations

* **Expectation.** Instructor set expectations that corresponded to students’ level of language knowledge and skills.
* **Learning goals.** The instructor chose activities and examples that were appropriate and in accordance with the curriculum and communicative goals of the lesson (e.g., conveyed the purpose of each class activity or assignment, etc.). (GSLL, Language courses)
* **Learning goals.** The lesson included clear learning goals, and the content reflected these goals. (GSLL, Content courses)
* **Learning goals**. In what ways did the instructor convey the purpose of lecture topics, class activities, and/or assignments to students? In what ways did the instructor work to achieve the goals discussed during pre-consultation and/or communicated during class? (HIST)

### Participation, climate, and environment

* **Participation.** The instructor established a classroom environment that gave all students the opportunity to participate fully (e.g., drew non-participating students into activities and discussions, used partner/group work when appropriate, etc.). (GSLL, Language and Content courses)
* **Participation.** The instructor established an environment that gave all students the opportunity to participate fully, including encouraging their participation in class. (IPHY)
* **Participation.** Many of the students in class were contributing their voice to discussion; students appeared comfortable speaking up in class, both to each other and to the instructor. (MATH)
* **Participation.** The instructor established a classroom environment that gave all students the opportunity to participate fully (e.g., creates a positive climate that evokes interest and questions from diverse students). (MCEN)
* **Classroom environment.** In what ways did the instructor establish a classroom environment that was respectful, cooperative, and conducive to learning? (HIST)
* **Classroom Climate.** The classroom climate was respectful, cooperative, and encouraged constructive interaction. (IPHY)
* **Classroom Environment/Atmosphere.** Was the instructor demeanor toward students welcoming and inclusive? (RAPs)

### Engagement and active learning

* **Students’ intellectual engagement.** In what ways did the instructor make efforts to engage students and/or foster interest in the course material during the lecture/class session? (HIST)
* **Engagement.** The instructor created a learning environment in which students were on task using a variety of language skills throughout class time and actively engaged in learning. (GSLL, Language courses)
* **Engagement.** Students appeared to be on task throughout the class and engaged in learning. (MATH)
* **Engagement.** Students were on task throughout the class and engaged in learning (e.g., interested in the lesson, active student involvement, etc.). (MCEN)
* **Active Learning.** The instructor employed active learning strategies appropriate for the size and structure of the class (e.g., engaging students in doing, sharing, thinking, and/or writing activities that encourage learners, often by an inductive approach, to discover new structures, form hypotheses, develop critical thinking, etc.). (GSLL, Language and Content courses)
* **Active learning.** In what ways did the instructor engage students in doing, sharing, thinking, writing, or other forms of active learning during the lecture/class session? In what ways did the instructor provide students with opportunities to engage with the course material, on their own or in small groups, during the lecture/class session? (HIST)
* **Active Learning (if applicable).** The instructor employed active learning strategies appropriate for the size and structure of the class, and in line with departmental expectations. (MATH)
* **Active Learning.** The instructor employed active learning strategies appropriate for the size and structure of the class. (MCEN)
* **Engagement and Active Learning.** The instructor employed active learning strategies appropriate for the size and structure of the class, such as using clickers, discussion-based activities, group work, writing activities, and/or other active learning practices. (IPHY)
* **Engagement and Active Learning.** The instructor employed active learning strategies and established a classroom environment that encouraged students to be engaged, on task, and gave all students the opportunity to participate fully. (RAPs)

### Prior knowledge, significance, and connections

* **Prior Knowledge.** The instructional strategies and activities helped students make connections to and build upon prior knowledge. (e.g., helped students question and/or build on impressions and ideas; related content to prior classes; refocused lesson to adapt to students’ level of understanding, etc.). (GSLL, Content courses)
* **Connections to prior learning.** In what ways did the instructor encourage students to draw upon materials from previous class sessions to help them understand new materials in this lecture/class session? (HIST)
* **Connections.** The instructor made appropriate connections to other areas of the discipline, or to real-world applications of the topic. (MCEN)
* **Knowledge and Connections.** The instructional strategies and activities helped students make appropriate connections to other areas or real life, build upon prior knowledge, and understand how learning the material connects to out-of-class issues (e.g. personal experiences, the RAP, the university, globally, etc). (RAPs)
* **Significance.** During the class it was made explicit to the students why the material is important to learn. (IPHY)
* **Significance.** During the class it was made explicit to the students why the material is important to learn. (MCEN)
* **Motivation.** The instructor provided context and made clear attempts to point out the relevance of the material, e.g., by connecting it to other subjects, giving examples, real world applications, etc. (MATH)

### Assessment and feedback

* **Corrective Feedback.** The instructor effectively employed error correction techniques to enhance students’ successful language production. (GSLL, Language courses)
* **Formative assessment.** In what ways did the instructor check in on/gauge student learning during the lecture/class session? In what ways did the instructor adjust their teaching to address student comprehension, learning needs, and academic progress during the lecture/class session? (HIST)
* **Formative Assessment.** The instructor took advantage of opportunities to gauge student understanding as the lesson proceeded (e.g., opportunities to ask and answer questions, identify anything unclear, use of clickers, etc.). (MCEN)
* **Informal Assessment.** Students engaged with attempts by the instructor to gauge student understanding (e.g., by answering questions). (MATH)
* **Informal Assessment and Adaptation.** The instructor took advantage of opportunities to gauge student understanding as the lesson proceeded (e.g. opportunities to ask/answer questions, identify anything unclear, etc.) and adapted appropriately to class conditions. (RAPs)

### Subject matter expertise (accuracy and depth)

* **Accuracy.** The instructor demonstrated mastery of the target language, both in written and spoken class content including writings on board/PPT, in handouts, and in communication with students. (GSLL, Language courses)
* **Accuracy.** Instructor’s written and spoken content information was accurate and appropriately thorough (e.g. information written on board, in hand-outs).(MATH)
* **Accuracy.** Instructor’s written and spoken content information was accurate (information written on board, in hand-outs, and on tests and quizzes). (MCEN)
* **Depth.** The instructor delivered content and answered questions in a way that was consistent with deep knowledge of the subject (e.g., was able to expand upon basic facts about the subject; made connections to current research and/or related content; real world applications, etc.). (GSLL, Content Courses)
* **Depth.** The instructor had a solid grasp of the subject matter and content, and how to teach it at a level appropriate for undergraduates. (IPHY)
* **Depth.** The instructor delivered content and answered questions in a way that was consistent with deep knowledge of the subject. (MATH)
* **Depth.** The instructor delivered content and answered questions in a way that was consistent with a depth of knowledge of the subject. (MCEN)

### Reasoning and critical thinking

* **Critical Thinking.** The instructor encouraged critical thinking (e.g., worked through problems, scenarios, and arguments with students; provided opportunities for students to reflect, relate, organize, apply, synthesize, and/or evaluate information, etc.). (GSLL, Content courses)
* **Critical Thinking.** The instructor encouraged critical thinking (e.g., worked through problems, scenarios, or arguments with students; most students reflected, related, organized, applied, synthesized, or evaluated information, etc.). (RAPs)
* **Reasoning.** The instructor highlighted the ideas behind the content and encouraged students to increase their reasoning ability. (MATH)

### Additional/optional items

* **Classroom interviews**
	+ If classroom interviews were conducted, please describe common themes and takeaways, and include the average scale response for interest in helping students to learn. (GSLL)
	+ If classroom interviews were conducted, please describe common themes and takeaways here (HIST)
* **Overall impressions/additional comments**
	+ Instructor’s strength/expertise (GSLL)
	+ Suggestions for the instructor to improve their teaching (GSLL, HIST, MATH, MCEN)
	+ Strengths and positive aspects of this class and/or the instructor’s teaching of this class (HIST, MCEN)
	+ Additional comments for the instructor (e.g., what did the instructor do well, suggestions to improve their teaching, review of online materials, etc.) (IPHY)
	+ Observations of what the instructor did well. (MATH)
	+ Comments on your interactions with the instructor. (MATH)
	+ Additional comments for the instructor (RAPs)
1. Developed by the Teaching Quality Framework Initiative (<https://www.colorado.edu/teaching-quality-framework/>) in collaboration with partnering departments at the University of Colorado Boulder. This work was sponsored 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. Many items have also been adapted from the The UTeach Observation Protocol (UTOP): <https://utop.uteach.utexas.edu/>. [↑](#footnote-ref-1)