

**Appendix 4**  
**Peer Observation Protocol**<sup>1</sup>  
**Leeds School of Business**

<b>Observer:</b>	
<b>Instructor:</b>	
<b>Division:</b>	
<b>Course Name:</b>	
<b>Course Number/Section:</b>	
<b>Date/Time:</b>	
<b>Semester:</b>	

<b>Did the observer receive and review the syllabus prior to class?</b>	<input type="checkbox"/> No    Yes <input type="checkbox"/>
a.) Does the syllabus include the CU required Syllabus Statement (i.e. Disability Accommodation; Religious Holidays; Classroom Behavior; Sexual Misconduct, Discrimination, Harassment, and/or Retaliation; and Honor Code), per CU Boulder policy.	<input type="checkbox"/> No    Yes <input type="checkbox"/>
b.) Does the syllabus clearly describe expectations and requirements for course?	<input type="checkbox"/> No    Yes <input type="checkbox"/>
c.) Does the instructor provide multiple forms of assessment to gauge student understanding (e.g. homework, tests, quizzes, etc) that are consistent with instructional objectives?	<input type="checkbox"/> No    Yes <input type="checkbox"/>
*If no in (a), (b), or (c), what was missing/unclear or what improvements do you suggest?	

1. Adapted from the UTeach Observation Protocol (UTOP; Retrieved March 2018 from <https://utop.uteach.utexas.edu/>) by the Leeds School of Business Teaching Quality Framework (TQF) Committee and developed in partnership with the TQF 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.

**Section A: Environment, Structure, and Implementation**

<b>A1.) Organized.</b> The instructor's activities were well organized, structured, and made good use of time.	
<b>Evidence / Notes:</b>	<input type="checkbox"/> Not applicable

<b>A2.) Resources.</b> Resources selected for the class (e.g., materials, PowerPoints) were educationally valuable, well-executed, and beneficial for the students.	
<b>Evidence / Notes:</b>	<input type="checkbox"/> Not applicable

<b>A3.) Engagement and Active Learning.</b> 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	
<b>Evidence / Notes:</b>	<input type="checkbox"/> Not applicable

<b>A4.) Participation.</b> The instructor established an environment that gave all students the opportunity to participate fully, including encouraging their participation in class.	
<b>Evidence / Notes:</b>	<input type="checkbox"/> Not applicable

**A5.) Classroom Climate.** The classroom climate was respectful, cooperative, and encourages constructive interaction.

**Evidence / Notes:**  Not applicable

**A6.) Attendance.** What was the classroom attendance policy, is attendance rewarded, are there clicker questions, participation grades or is formal attendance taken?

**Evidence / Notes:**  Not applicable

### Section B: Content

**B1.) Content.** The instructor chose examples and details that were appropriate and worthwhile for helping students learn the content in this course.

**Evidence / Notes:**  Not applicable

**B2.) Depth.** The instructor had a solid grasp of the subject matter and content, and how to teach it at a level appropriate for the students.

**Evidence / Notes:**  Not applicable

**B3.) Significance.** During the class it was made explicit to the students why the material is important to learn.

**Evidence / Notes:**

Not applicable

### Section C: Optional Additional Feedback

**C1.) Risk taking.** What evidence is there that the instructor took steps to innovate? Did the instructor use a new teaching method or flip the classroom? Is there new, contemporaneous class material?

**Evidence / Notes:**

Not applicable