**Workshop or Classroom Observation Record**

The following has been adapted (by Gary Hunt) from Barbara Mills, a Teaching & Learning leader from the US. The categories are based on research about teaching behaviours that most strongly relate to student achievement.

It is recommended that the observer review the fields below *before* observing; take notes *while* observing; and fill in the form *afterwards*, from the notes. Comments should document what is observed in the classroom or workshop. The intent of a peer observation is normally formative. The report may, however, be intended or used by a Performance Review Committee, within a summative context.

**Faculty Observed:**

**Observer:**

**Workshop Observed (name, duration):**

# Date(s):

**Number of students/participants:**

**Classroom Layout** *(i.e. small classroom/lab; small group set up/lecture style; any comments on how space may have affected or constrained methodology)*:

**Predominant Teaching Methodology:**

**Knowledge of the Subject/Discipline**

*What to look for: Evidence that the faculty member clearly knows the discipline, going beyond the mere facts to present important concepts bolstered by appropriate examples and illustrations. Discipline knowledge includes knowing how to teach it to a broad range of students (i.e. concepts presented in a variety of ways; able to generate and respond effectively to student questions).*

**Comments:**

**Course Preparation & Organization**

*What to look for: The faculty member brings a clear concept of what is to be addressed, how they will teach it, and how the lesson will progress. They convey this plan to students either initially or as the class progresses or concludes. Concepts are clearly linked to learning objectives. The session progresses logically with bridging from previous learning, clear transitions and/or references to material covered or coming up. Course materials and technology are skillfully integrated and designed to enhance learning. Classroom management skills are evident.*

**Comments:**

**Clarity and Understandability**

*What to look for: The faculty member speaks clearly and distinctly; uses appropriate examples; and relates topics to relevant personal experiences. When appropriate, cites examples drawn from students' experiences. The lesson uses concrete examples to "ground" abstract concepts.*

**Comments:**

**Enthusiasm for Subject/Teaching**

*What to look for: The faculty member demonstrates enthusiasm and passion for the subject matter, the students' learning, and teaching itself. Evidence may take several forms; essentially, the faculty member appears to want to be present and to be glad to have the students present and engaged.*

**Comments:**

**Sensitivity to and Concern with Students' Level and Learning Progress**

*What to look for: Faculty member knows and uses students' name (as appropriate to context), interacting with a respect for both students/participants, and for the learning. Faculty member "reads" students' comprehension and adapts with appropriate pacing. Instructor listens carefully to student comments, asking probing questions, paraphrasing, and referring to previous contributions.*

**Comments:**

**Student Engagement with the Learning**

*What to look for: Does the instructor/facilitator demonstrate knowledge of a variety of pedagogical strategies? In what ways were students involved in the lesson? Did students appear to be motivated and prepared? How did the teacher challenge them, particularly to exhibit critical thinking skills when appropriate? Did the instructor provide opportunities for student-to-student interaction? Were the students focused and engaged in the material being presented?*

**Comments:**

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**Overall or general observations and recommendations:**