Peer Observation Protocol [Template - Model B]¹

[Highlighted text is intended to be modified or deleted. All other text may be left as is or modified to fit departmental needs].

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Below are suggested criteria for the classroom observation. It is important to note that these criteria are not intended to prescribe any particular teaching method or style - a wide variety of classroom approaches tailored to different course types can address any of the selected criteria. Together, the instructor and observer should choose three (or more) of the criteria that best reflect the instructor's needs/concerns and/or the class meeting structure. If the instructor/observer would like the observation to focus on an area not reflected in the following criteria, an additional criterion can be of your own creation. The agreed-upon criteria will serve as the primary focus of the classroom observation.

[Insert approximately 7-11 items from this master list into the spaces below]

Criteria 1 heading. Descriptive text for Criteria 1.

Criteria 2 heading. Descriptive text for Criteria 2.

Criteria 3 heading. Descriptive text for Criteria 3.

Criteria 4 heading. Descriptive text for Criteria 4.

Criteria 5 heading. Descriptive text for Criteria 5.

Criteria 6 heading. Descriptive text for Criteria 6.

Criteria 7 heading. Descriptive text for Criteria 7.

Ilf active learning is included, consider adding an addendum (below, or an extended version here).

Examples of active learning include, but are not limited to: think-pair-share; making time for students to discuss with peers; active writing (e.g., minute papers) or speaking (e.g., in class presentations); working through problems, scenarios, and/or arguments with students; group work; routinely asking for and welcoming student input and questions; fielding questions in a way that encourages further discussion; group image analysis; debates; clicker concept questions.

Classroom Observation Note-Taking Form

☐ If doing more than one classroom observation, please complete a	new form for each observation.
☐ Before printing this form:	
Insert the name/description of the selected criteria in the sp	paces provided
If "Learning goals" is one of your selected criteria, it may be learning goals for the course and/or the observed class dire reference. [Delete if "learning goals" is not included.]	
☐ Use the "Notes" section to make notes regarding each criterion	. One
particularly useful strategy is to include specific help you write your report and provide constructive feedback to the	whenever possible as this will ne instructor.
•	write a quick summary/key
takeaways in the space provided.	
☐ There is additional space at the end of this form if you run out of s	space.
Please retain the completed form for your records.	
Observer:	
Instructor:	
Con	

Criterion 1:
Notes:
Summary/Key Takeaways:
Criterion 2:
Notes:
Summary/Key Takeaways:

Criterion 3:
Notes:
Summary/Key Takeaways:
Criterion 4 (optional):
Notes:
Summary/Key Takeaways:

Additional note-taking space:
Overall impressions: a) Strengths and positive aspects of this class and/or the instructor's teaching of this class:
b) Suggestions for the instructor to improve their teaching:

[If conducting classroom interviews is an option (e.g., this example), include a space for summarizing here.]

Optional: Summary from Classroom Interviews

If classroom interviews were conducted, please record the questions asked during the interview, describe common themes and takeaways, and include the vote on most important responses. [Revise to match your departmental process].

Post-Observation Discussion

This is a place to write notes from your debriefing session(s). What highlights from your observation would you like to share? What questions do you have for the instructor?