Learning Partners Observation Form

This review is not intended to be used for evaluative purposes. It may not be used for hiring, promotion, or scheduling decisions. It is for discussion purposes only and meant to serve as a guide in reflecting about teaching and learning. The checklist below is a prompt on what to look for in the teaching observation. The goal is to observe a peer, invite the peer to observe you and then schedule a discussion to share observations and learn from each other.

**TYPE OF CLASS OBSERVED (please circle one):**
1. Standard face to face
2. Lab class
3. Online class

**RESPOND TO EACH STATEMENT USING THE FOLLOWING SCALE:**

<table>
<thead>
<tr>
<th>Not Observed</th>
<th>More Emphasis Recommended</th>
<th>Accomplished Very Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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**Faculty:** ____________________  
**Semester:** ____________________  
**Course Number and Title:** ____________________  
**Peer Observer:** ____________________  
**Date of Observation:** ________________

1. **Organization**
   - Begins class on time.  
   - Appears well-prepared for class.  
   - States clearly the objectives of the class session.

2. **Presentation**
   - Speaks audibly and clearly, and without distracting speech characteristics.  
   - Communicates a sense of enthusiasm toward and interest in the course content.  
   - Incorporates various instructional supports effectively (Internet, video, slides, etc.)  
   - Recognizes and responds effectively to changes in student attentiveness.

3. **Student Engagement and Interaction**
   - Explain clear directions, procedures and intended activity outcome.  
   - Properly paces instruction.  
   - Engages in a variety of teaching techniques aimed at engaging students (e.g., providing sufficient session time and "wait time" during questioning, answers student questions clearly and directly, encourages and cues student responses, flipped classroom techniques, role playing, gaming, etc.)  
   - Includes multiculturalism and/or culturally responsive pedagogy

4. **Climate and Rapport**
   - Knows students' names and responds to them as individuals.  
   - Demonstrates effective listening behaviors.  
   - Encourages student thought, participation, feedback, and student-to-student collaborative interaction.  
   - Responds to student responses positively and constructively.

5. **Content**
   - Organizational framework of class is clear (reviews session content to prior content covered, establishes agenda for class, explains future assignments or homework for next class period.)
17. Makes course content relevant by using authentic, real-world applications. 1 2 3 4 5 NA
18. Explains new/difficult terms and concepts clearly and in multiple ways. 1 2 3 4 5 NA
19. Integrates text and other course resource material into class session. 1 2 3 4 5 NA
20. Selects examples and illustrations clearly related to course content and student experiences. 1 2 3 4 5 NA
21. Includes a form of classroom assessment such as classroom assessment techniques (CATS) to assess student learning in session (if not, can be used as post discussion sharing) 1 2 3 4 5 NA

Post discussion sharing

22. Awareness of multiculturalism and/or incorporation of multicultural ideas (Selects examples and illustrations to include multiple cultures or people groups) 1 2 3 4 5 NA
23. Includes a mid-semester assessment on the course to address student concerns and maintain strengths of the classroom that assist student learning 1 2 3 4 5 NA
24. Includes a form of classroom assessment such as CATS to assess student learning in session 1 2 3 4 5 NA
25. Includes accessible materials that are Universally Designed for all learners 1 2 3 4 5 NA

What went well in this class? Please be specific.

What suggestions for growth do you have? Please be specific.

Additional Comments (attach more pages if needed):

Adjunct Advancement Program

1. This Pair and Share is worth 2 PD units for each participant.
2. Please complete and submit a Reflection and Tracking Form for this activity (please include the date of observation for you and your peer, your name and your peer’s name, your course and your peer’s course, the date of the post discussion, lessons learned and ideas that were implemented. (located in CETL Advancement D2L online shell)
3. After the Pair and Share discussion, if you discover you need resources on teaching techniques (pedagogy), please email CETL at cetl@ppcc.edu.

New Faculty Academy

4. This Pair and Share is part of the Spring Activities for Year 1 of New Faculty Academy.
5. Please share this activity and lessons learned in your annual teaching goals.
6. After the Pair and Share discussion, if you discover you need resources on teaching techniques (pedagogy), please email CETL at cetl@ppcc.edu.

Interested Faculty Committed to Improving Teaching

7. Please share this activity and lessons learned in your annual teaching goals.
8. After the Pair and Share discussion, if you discover you need resources on teaching techniques (pedagogy), please email CETL at cetl@ppcc.edu.