**Classroom Observation Form**

**George Mason University**

**Instructor: Observer:**

**Course Number/Title:**

**Class Size:**

**Location:**

**Date/Time:**

**Pre-Observation Comments:**

Syllabus:

Blackboard Site:

**SCALE: E = Excellent; S = Satisfactory; RFI = Room for Improvement; NA = Not Applicable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PART 1: Content and Organization** | **E** | **S** | **RFI** | **NA** |
| Started and ended class on time |  |  |  |  |
| Presented overview of class and learning objectives |  |  |  |  |
| Presented & defined key concepts |  |  |  |  |
| Presented current material |  |  |  |  |
| Presented information in an organized manner |  |  |  |  |
| Presented material at a level appropriate to students and the course |  |  |  |  |
| Used relevant examples to explain major ideas |  |  |  |  |
| Made efficient use of class time |  |  |  |  |
| Followed through with class overview and learning objectives |  |  |  |  |
| Provided engaging conclusion for the class |  |  |  |  |
| Comments: | | | | |
| **PART 2: Creating a Classroom Environment Conducive to Learning** | **E** | **S** | **RFI** | **NA** |
| Greeted students at the beginning of class |  |  |  |  |
| Maintained a comfortable classroom presence (e.g., moved easily about the room, established eye contact, maintained students’ attention, used humor appropriately) |  |  |  |  |
| Varied communication style to hold interest (e.g., pace, tone) |  |  |  |  |
| Demonstrated enthusiasm for and interest in subject |  |  |  |  |
| Responded appropriately to a range of student classroom behaviors |  |  |  |  |
| Ensured that students interacted civilly/respectfully with each other |  |  |  |  |
| Listened carefully and respectfully to students’ questions |  |  |  |  |
| Answered questions appropriately and restated students’ questions or comments as necessary |  |  |  |  |
| Encouraged a classroom environment conducive to learning |  |  |  |  |
| Comments: | | | | |
| **PART 3: Developing Critical Thinkers** | **E** | **S** | **RFI** | **NA** |
| Asked questions that lead to a deeper understanding and questioning of the material |  |  |  |  |
| Asked students to apply their learning to authentic problems or scenarios |  |  |  |  |
| Asked students to identify and/or question assumptions (e.g., about the field, the text, the material, themselves) |  |  |  |  |
| Encouraged students to answer difficult questions by rephrasing or providing cues |  |  |  |  |
| Encouraged students to make relevant connections among course ideas, their academic experiences, and their own lives |  |  |  |  |
| Comments: | | | | |
| **PART 4: Teaching Methods** | **E** | **S** | **RFI** | **NA** |
| Used lecture effectively |  |  |  |  |
| Used student engagement techniques effectively (e.g., discussion, small group work, active learning strategies, etc.) |  |  |  |  |
| Incorporated technology effectively to enhance student learning (e.g., PowerPoint slides, course websites, YouTube, blogs, videos, etc.) |  |  |  |  |
| Managed classroom learning environment effectively |  |  |  |  |
| Comments: | | | | |

Respectfully Submitted,

*Source*: This example Peer Observation Form is based on the Johns Hopkins University School of Nursing Peer Evaluation Scale (2003), found in Berk, R. A. (2006). *Thirteen strategies to measure college teaching*. Sterling, CA: Stylus Publishing.