

**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**

<b>PART 1: Content and Organization</b>	<b>E</b>	<b>S</b>	<b>RFI</b>	<b>NA</b>
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:

<b>PART 2: Creating a Classroom Environment Conducive to Learning</b>	<b>E</b>	<b>S</b>	<b>RFI</b>	<b>NA</b>
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				
<u>Comments:</u>				
<b>PART 3: Developing Critical Thinkers</b>	<b>E</b>	<b>S</b>	<b>RFI</b>	<b>NA</b>
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				
<u>Comments:</u>				

<b>PART 4: Teaching Methods</b>	<b>E</b>	<b>S</b>	<b>RFI</b>	<b>NA</b>
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				
<u>Comments:</u>				

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.