

## Concordia University Wisconsin/Ann Arbor Peer Review of Teaching Formative Observation Form

The observer should rate and provide comments about these areas and others appropriate to the situation or as desired by the pair. Provide the information orally to the person observed as well as in writing. This information is formative in nature, so it is to be shared only with the instructor observed. A self-evaluation by instructor is also part of the process and this same form should be used. The self-evaluation and the peer evaluation are discussed in a follow up meeting to the classroom observation.

**Observation Checklist** - This is available as a Word document into which you can type comments. Contact [celt@cuw.edu](mailto:celt@cuw.edu)  
Scale

- 1 = Poor; requires substantial improvement
- 2 = Below Average; can use substantial improvement
- 3 = Average; can use a fair amount of improvement
- 4 = Good; a few areas can use improvement
- 5 = Excellent; needs little improvement

<b>Content and Delivery</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Not observed</b>	<b>Comments</b>
Uses time appropriately (begins/ends on time)							
Provides overview of topic/daily goals							
Uses appropriate level (depth & breadth)							
Provides clear explanations; defines jargon							
Demonstrates relevance (stays on topic)							
Shows content mastery and answers questions							
Uses logical flow (organized/effective transitions)							
Demonstrates preparation for class session							
Frames lesson within course goals and process							
Uses appropriate pace of presentation/speaking							
Stops to check for student understanding							
Poses appropriate & clear questions							
Uses active hands-on learning strategies							
Waits for students to answer questions							

Uses strategies that require student preparation							
Repeats students' questions/comments							
Shows organization; has materials ready							
Varies instructional techniques/methods							
Uses humor appropriately							
Uses relevant examples							
Uses presentation visuals effectively (avoids reading off screen)							
Uses presentation visuals effectively (proper grammar & spelling)							
Uses presentation visuals effectively (font size & visual clarity)							
Uses presentation visuals effectively (avoids overload of text)							
Uses demonstrations/links to concepts							
Provides handouts or resources which are useful in understanding topic							
Reviews how the lesson met objectives							
Provides conclusion/take home message							
<b>Physical &amp; Social Presence</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Not observed</b>	<b>Comments</b>
Makes eye contact with students							
Uses facial expression							
Moves around room appropriately							
Maintains appropriate posture							
Wears professional attire							
Uses appropriate hand gestures							
Speaks loudly and distinctly enough to be understood							
Varies voice in inflection & tone							
Shows composure/confidence							

Reinforces student participation							
Demonstrates rapport with students							
Is interesting and informative; engages students							
Demonstrates enthusiasm							
Demonstrates respect for students							
Uses students' names							
Exhibits ease and pleasure being with students							
<b>Concordia's Mission and Principles of Good Practice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Not observed</b>	<b>Comments</b>
Encourages cooperation among students							
Encourages active learning							
Provides prompt feedback							
Emphasizes time investment in coursework							
Communicates high expectations							
Respects diverse talents and ways of learning							
Reflects the mission and values of CUW							
Relates faith to learning							
Prepares students for service to Christ in the church and the world							
Describes how lesson contributes to program or university level student learning outcomes							
<b>Disciplinary Peer Feedback (if applicable)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Not observed</b>	<b>Comments</b>
Teaches in line with current thought in the discipline							
Demonstrates current knowledge and skills in the discipline							
Communicates with students about the discipline appropriate to their level of background knowledge							
Incorporates "real world" examples from discipline							

**Please use this page (and others if necessary) to provide open ended discussion in response to the following questions.**

1. Describe the method(s) of instruction and the variety of strategies used.
2. How clear and well organized was the presentation? How effective were any visual presentation aids?
3. What was the form and extent of student participation?
4. What were the biggest successes of the lesson in terms of student response?
5. What are three observed strengths and three observed areas that could use improvement.