

## Graduate College Teaching Certification Summary Reflections<sup>1</sup> (Assignment #2)

To help the observer complete this form during the observation period, be sure that they have a copy of the *Teaching Observation Menu* that you completed and discussed at the pre-observation meeting.

**Assignment #2:** The observer completes this *Summary Reflections Form* and it will be discussed at your post-observation meeting. Please include a copy of this form as part of your Teaching Observation Assignment due by Friday, February 12, 2021.

### Observers, from your perspective:

1. Describe the class context (e.g., setting, background characteristics, composition of the class, etc.).

2. Overall Student Engagement Rating (circle one and provide comments that support your rating):

(low) 1 2 3 4 5 (high)

*Engagement is defined as students contributing to and participating in the class being observed.*

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<sup>1</sup> This assignment has been modified from the UNLV Peer Teaching Observation Project:  
[https://www.unlv.edu/sites/default/files/page\\_files/27/Provost-IDR-PeerTeachObservationProject.pdf](https://www.unlv.edu/sites/default/files/page_files/27/Provost-IDR-PeerTeachObservationProject.pdf)

3. Overall Student Preparedness Rating (circle one and provide comments that support your rating):

(low) 1 2 3 4 5 (high)

*Student preparedness is defined as students coming to class ready to learn (i.e., homework and preparatory tasks are completed).*

4. Describe the teacher's instructional practices and student's learning practices observed:

- Consider what appeared to work well. Note at least 2-3 strengths
- Consider what appeared not to work well. Note at least 1 opportunity for improvement

5. What suggestions do you have for the instructor to consider? Indicate 2-3 suggestions.

## Focus Areas

Please provide feedback on the areas below that the student instructor asked for particular attention to on the Teaching Observation Menu.

Students' Learning Practices	Optional Ratings (check one)
Actively took responsibility for their learning (by focusing on the instructor, asking questions, taking notes, participating in exercises, seeking feedback, etc.)	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Maintained focus on content and activities of the class	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
During class activities, focused on the tasks and outcomes the instructor requested	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Did not distract each other from content and activities of the class	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Treated classroom or laboratory facilities and equipment with care, following safety instructions provided	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Teacher's Instructional Practices	Optional Ratings (check one)
Clearly connected the goals of the class meeting to the course goals, syllabus, and specific materials or assignments	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Organized class meeting agenda and activities to meet those goals	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Provided useful insights into how research is done in this discipline	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Connected concepts from class meeting to applications relevant for students' real world experience	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Used visual aids and other materials effectively	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Made content, materials, equipment and activities from the class meeting accessible to all students in an equitable way	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Was receptive and encouraging in response to student questions	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Maintained a safe laboratory or classroom (or online) environment during the class meeting	(low) 1 2 3 4 5 (high) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## Comments/Suggestions

For the focus areas above, please provide the following information for each:

- Indicate the specific teacher instructional practice, or student learning practice.
- Describe your observations about that practice to support the rating.
- Identify helpful aspects of the practice that can be continued.
- Note less helpful aspects of the practice and how they might be adjusted to achieve an improved outcome.

## Additional Comments/Suggestions