

Graduate College Teaching Certification Teaching Observation Menu¹ (Assignment #1)

Prior to the observation, the observer and instructor meet for a conversation about the aims of the observation. The goal is for you (the instructor) to clarify what you would like insight on and where the observer should focus their attention. The instructor will help the observer understand the context of the area of interest and background about why they would like feedback. The instructor can share any course materials that illustrate the context for the observer. Here are some questions to think about as you prepare for the meeting and complete this form: How can the instructor help? What areas are you interested in learning more about when it comes to your teaching style? How can the instructor use their skills to give you a boost in the classroom?

Assignment #1: This form must be completed by the GCTC program participant prior to the pre-observation meeting. Please also provide your observer with a copy at the meeting. It must be submitted as part of the GCTC Teaching Observation Assignment due by February 12, 2020.

Instructor's Goals

Instructor's Requested Areas for Feedback

¹ 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

Logistics

- date(s) times(s) location(s) of observation
 - seating location for observer

- is observer identified or anonymous?
- does the observer participate in class activities?
- is this the first observation, or a follow-up observation?

Background

Instructors, 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):

(low)1 2 3 4 5(high)

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

3. Overall Student Preparedness Rating (circle one and provide comments):

(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 your instructional practices and student's learning outcomes for the particular class that is being observed:

Focus Areas

Instructors, please specify which (if any) of the following areas of interest you would like the observer to pay attention to.

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"/>