

Grinnell College Peer Observation of Teaching Note-Taking Guide (Optional)

When you observe a colleague's teaching, use the College's definition of teaching excellence to guide what you focus on during the observation. An observer may be able to specifically make notes about *expertise*, *inclusive teaching*, *learning goals*, *pedagogy*, and *feedback to students*, though depending on the events of a class, insight may not be gained into all of these. The following note-taking guide provides an optional support for focusing the observer's attention on these aspects of teaching excellence.

Observed faculty:

Reviewer:

Course:

Date:

No. of Students in Attendance:

The instructor effectively applies expertise for this course

How does the instructor bring new or relevant content into the course? How does the course content apply to their area of expertise? Are the content and assignments appropriately aligned with the instructor's expertise?

The instructor fosters an inclusive and engaging learning environment

How does the instructor demonstrate respect for and inclusion of all students? For example, using student names, inviting students to participate, or creating a variety of opportunities to participate? Does the instructor demonstrate openness to divergent ideas or points of view? Are students enthusiastically focused on the content?

The instructor clearly and effectively communicates learning goals and expectations to students

Does the instructor address the session topics and goals? Are the session goals relevant to the overall course learning goals? Are the students aware of the instructor's expectations?

The instructor uses pedagogies appropriate for the learning goals and context

What pedagogical methods does the instructor use to present and reinforce the content? How effective were the chosen methods? For example, did some methods encourage more participation or strike you as innovative? If you observe pedagogical methods that are novel, please identify them here.

The instructor provides feedback to students to inform and improve their learning

How does the instructor elicit and respond to students' ideas and questions? For example, does the instructor provide direct feedback about accuracy, explain why answers are correct vs. incorrect, provide suggestions for improvement, or provide encouragement? Do they use a variety of question types like recall, synthesis, and application?