**Appendix 3a - Observations - Sample Template #1**

### Faculty of Land & Food Systems

### Peer Review of Teaching: In-Class Observations

### (adapted from UBC-O criteria and Botany’s Peer Evaluation Worksheet)

### Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Class size (enrolled/estimated attendance) : \_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_

### Class Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Type of Class (circle one): Lecture Laboratory PBL session Other \_\_\_\_\_\_\_\_\_\_\_\_\_

### *(please specify)*

### Materials provided by the instructor prior to the observations

### The following signatures indicate that the instructor and peer reviewer did/did not meet for de-briefing following the in-class observation

### Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

### Peer reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

### *Directions: Below is a list of criteria that may be used for the review. Some of these apply to lecture-based teaching and some to small group, PBL or lab teaching. Please use it as a guide for recording your observations, not as a list of required characteristics, and feel free to adapt this form as appropriate for the designated teaching mode.*

### *Circle or highlight the rating or number at the right that best represents your observation, as follows:*

### *N/O = not observed but expected; 1= not observed at all (not evident) … 5 = very evident;* N/A*= not applicable.*

### *Use the comment space below each section to provide specific examples and additional feedback.*

1. **Organization and Flow:**

Clearly states learning objectives and outcomes of the lesson ………………… N/O 1 2 3 4 5 N/A

Presents overview of lesson …………………………………………………… N/O 1 2 3 4 5 N/A

Relates lesson to previously covered material ………………………………… N/O 1 2 3 4 5 N/A

Presents material in a logical sequence ……………………………………….. N/O 1 2 3 4 5 N/A

Summarizes major points of lesson …………………………………………… N/O 1 2 3 4 5 N/A

Comments:

1. **Instructional Materials and Content:**

Learning goals/outcomes are appropriate for the course and

have acceptable academic rigor …………………………………………… N/O 1 2 3 4 5 N/A

Prepares students for lesson with assigned readings/handouts………………… N/O 1 2 3 4 5 N/A

Presents appropriate amount of material ……………………………………… N/O 1 2 3 4 5 N/A

Material is current and includes recent developments in the field……………. N/O 1 2 3 4 5 N/A

Uses diverse resources to address different learning styles …………………… N/O 1 2 3 4 5 N/A

Comments:

1. **Communication and Clarity:**

Speaks with appropriate pace, intonation and volume…………………………. N/O 1 2 3 4 5 N/A

Conveys enthusiasm for subject ………………………………………………. N/O 1 2 3 4 5 N/A

Demonstrates command over subject matter …………………………………….. N/O 1 2 3 4 5 N/A

Provides varied explanations for unfamiliar terms and complex concepts …… N/O 1 2 3 4 5 N/A

Uses a variety of instructional resources effectively ………………………….. N/O 1 2 3 4 5 N/A

Comments:

1. **Student Involvement and Engagement:**

Maintains student attention………………………………………………. N/O 1 2 3 4 5 N/A

Encourages student questions and discussion ……………………………. N/O 1 2 3 4 5 N/A

Asks questions to monitor student progress……………………………………. N/O 1 2 3 4 5 N/A

Responds appropriately to student questions……………………………………. N/O 1 2 3 4 5 N/A

Facilitates active learning ………………………………………………. N/O 1 2 3 4 5 N/A

Comments:

1. **Small Group /PBL**

Purpose and goals of the session are clear……………………………………… N/O 1 2 3 4 5 N/A

Procedures are clear ………………………………………………………… N/O 1 2 3 4 5 N/A

Keeps session well-paced and keeps groups on target………………………….. N/O 1 2 3 4 5 N/A

Allows learners to solve problems………………………………………………. N/O 1 2 3 4 5 N/A

Provides timely and effective feedback…………………………………………. N/O 1 2 3 4 5 N/A

Encourages interaction and participation of and respect for all group members .. N/O 1 2 3 4 5 N/A

Ensures summarization of content at end of session…………………………… N/O 1 2 3 4 5 N/A

Comments:

1. **Laboratory**

Explains purpose, goals, and organization of the lab………………………….. N/O 1 2 3 4 5 N/A

Checks to see that information is understood………………………………….. N/O 1 2 3 4 5 N/A

Demonstrates new tasks or procedures ……………………………………… N/O 1 2 3 4 5 N/A

Keeps session well-paced and keeps groups on target ……………………. N/O 1 2 3 4 5 N/A

Allows learners to solve problems…………………………………………….. N/O 1 2 3 4 5 N/A

Provides timely and effective feedback ……………………………………… N/O 1 2 3 4 5 N/A

Ensures participation from all group members …………………………….. N/O 1 2 3 4 5 N/A

Treats learners respectfully……………………………………………………. N/O 1 2 3 4 5 N/A

Comments:

1. **Open Questions:**
2. What are some particularly effective or ineffective aspects of the instructor’s teaching practice, course content, or student’s learning?
3. What were the instructor’s major strengths, as demonstrated during this session?
4. What suggestions do you have for improving upon this instructor’s skills?