

THE CITY UNIVERSITY OF NEW YORK

# TEACHING OBSERVATION REPORT

## Department: Choose Department

## (Conducted at least once during each academic semester for each non-tenured or non-certificated member of the teaching staff; tenured and certificated members of teaching staff may be observed once each semester. For **adjunct faculty and full-time faculty members**, the teaching observation and record of discussion should be sent directly to the Office of Faculty and Staff Relations.)

|  |  |
| --- | --- |
| **Employee Observed** | **Name of Observer:** |
| **Empl ID** | **First Name** | **Last Name** | **Employee’s Rank:** Choose Title |
|  |  |  |
| **Course** | **Section** | **Location** | **Time** | **Date**  |
|  |  |  |  | Click or tap to enter a date. |

**OBSERVATION REPORT *(please refer to the attached peer observation guidelines):***

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| --- |
| Classroom / Environment  |
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|  |
| Content & Delivery: |
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| Student Engagement: |
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| Evaluative Comments & Recommendations: |
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[ ]  The observation was deemed satisfactory.

[ ]  The Observation was deemed unsatisfactory

Signature of Observer Date of Report

Copy given to Observed Employee (Date and Initials of Chairperson)

FSR: 3/04. OAA: 1/21. OAA/CETL: 2/23/22.

 Initials of Observed Employee

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THE CITY UNIVERSITY OF NEW YORK

# RECORD OF DISCUSSION OF OBSERVATION AT POST-OBSERVATION CONFERENCE

## Department: Choose Department

## (Conference to be scheduled by department chairperson to be held within two weeks after receipt of written teaching observation report. For **adjunct faculty and full-time faculty members,** the record of discussion should be attached to the Teaching Observation and sent directly to the **Office of Faculty and Staff Relations)**

### Present at Post-Observation Conference:

|  |  |  |
| --- | --- | --- |
| **1. Employee Discussed** | **Empl ID:**  | **Rank of Employee** |
| First Name | Last Name | **Choose Title** |
|  |  |  |

|  |  |
| --- | --- |
| **2. Name of Observer:** |  |
| First Name | Last Name | Date of Discussion:  |
|  |  |  |

|  |  |
| --- | --- |
| 3. Assigned Senior Faculty or P & B Member: | **Date Submitted to Chairperson:** |

###  Memorandum of Discussion:

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Signature of person who prepared above report Date report signed

I certify that I have requested, and have received this date, a copy of the above memorandum. I understand that my signature shall not be deemed to constitute my approval of the contents of the memorandum.

Signature of Observed Date

FSR: 3/04. OAA: 1/25/21. Initials of Observed Employee

OAA/CETL: 2/23/22.



**Peer Observation Guidelines to the Teaching Observation Form**

**Rationale & Directions to the added categories in the section Observation Report of the form:**

Adopting a *strengths* model perspective (as opposed to a *deficit model*), the purpose of this form is to highlight the positive aspects of an observed class and provide constructive feedback where warranted. The form is structured to capture what the faculty member does—and what the students do—during the observation period with regard to several aspects of teaching and learning: *Classroom / Environment, Content & Delivery*, and *Student Engagement*.

In preparation for the observation, you should view all materials the instructor provides for the students in preparation for that specific class meeting.

As you—the peer observer—complete this form, consider the following examples of possible comments that are appropriate for each of the sections included on this form. For each comment, please provide specific descriptive details from your observations.

Please note that the bullets are just examples of what might be written. They are neither intended as a checklist nor as an all-inclusive list of possible comments.

**OBSERVATION REPORT:**

**Classroom / Environment**

This category refers to the instructor’s use of the physical space as well as the strategies used to create a supportive and inclusive learning environment for the students.

Examples may include but are not limited to:

* *The instructor made effective use of classroom space to promote group work.*
* *The instructor made effective use of classroom technology.*
* *The instructor took several minutes at the beginning of class to check in with students after the week’s current events.*
* *Students demonstrated a clear sense of routines and procedures throughout the class/lab.*

**Content & Delivery**

This category refers to the accuracy, completeness, clarity, relevance and timing of the material covered in class—the *what* students learned in the observed class and the *how* it was presented.

Examples may include but are not limited to:

* *When introducing \_\_\_\_\_\_, the instructor effectively used a real-world connection to establish relevance and motivate students.*
* *The instructor began class by explaining how the observed lesson built upon what was covered in the previous class and prepared students for their upcoming service-learning trip.*
* *The instructor paced this class period really well, allowing for both a demonstration and practice of \_\_\_\_\_\_\_.*
* *The content presented was well paced and offered opportunity for student questions or comments.*
* *The material was presented in a clear manner accessible to all learners in the class session.*
* *A variety of methods were used in the presentation of material, so as to engage a variety of learning styles and preferences.*

**Student Engagement:** Guidance/Facilitation or Student Interaction

This category refers to the student-instructor and student-student interactions within the classroom and how they were facilitated.

Examples may include but are not limited to:

* *Students asked questions, added comments or actively took notes during the class session.*
* *The instructor checked in with all groups while they worked on their case study assignment, asking clarifying questions and making sure groups remained on task.*
* *The instructor effectively broke up explanations of new concepts with think-pair-share and free-write exercises.*
* *Students completed web-based practice questions to demonstrate their understanding during class.*
* *As this class is participating in the Common Read, students had the opportunity to engage in a group discussion (facilitated by the instructor) about the day’s topic and the Common Read text.*
* *Students received feedback on their previous week’s assignment in preparation for the upcoming midterm.*

Note: Particularly with regard to observations of student behavior, try to avoid the term seem (e.g., *the students seem engaged*).

**Evaluative Comments and Recommendations**

This category refers to what worked and what did not work and possible actions to improve. While the examples below are statements about what worked, they could easily be reframed to indicate that something did not work well. Examples for possible recommendations are not included.

Examples may include but are not limited to:

* *The instructor was well prepared to teach the course and offered students an interactive classroom experience.*
* *The classroom environment was used well.*
* *Technology was used appropriately.*
* *The content of the lesson connected information to previous classes and real-world topics.*
* *Students were engaged in the topic by either asking questions, participating in-group work, completing questions, or discussing assignments.*

FSR: 3/04. OAA: 1/21. OAA/CETL: 2/23/22.