



Your (observer's) first name:

Your last name:

Your role or title:

Your preferred email address:

Name of the instructor you are observer (Note: this can be your own name if you are reviewing a recording of yourself teaching):

Email of the instructor you are observing:

Course title:

Date of the observation (DD/MM/YY):

How many minutes of the class did you observe?

Approximately how many students were present on the day of the observation?

For the class observed, indicate the primary teaching modality. Note: this protocol is not designed for reviewing a fully asynchronous class.

- In-person, Synchronous
- Online, Synchronous
- Hybrid, students are attending synchronously both in-person and online

For the class observed, indicate the primary class type:

- Lecture
- Seminar or Discussion-based Class
- A Lab or Demonstration
- Experiential or Field work
- Other - Write In (Required)

Approximate the percentage of total class time that students spent speaking or engaged in active learning. Active learning is defined as students actively participating in constructing knowledge, integrating new knowledge with prior knowledge, and organizing information in their memory.

Provide a brief description of what you observed in the class. This might take the form of a high-level summary of what the instructor and the students were doing during class. For example, you could describe how the class was structured, the approximate amount of time spent on each teaching activity, and how these activities were received by the students. (Aim to save your evaluative comments for later sections of this form).

Indicate the following in terms of the learning design of the class observed: Note: You may wish to add additional detail as it relates to these broad categories in the open text field provide below this question.

	Observed	Partially Observed	Not Observed/Not Applicable
Planning: Comes to class with a concrete and effective plan for the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goals: Communicates appropriate learning objectives for the class and their relation to broader course goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum: Uses diverse materials that accurately reflect the state of the field and support the stated learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility: Allows all students to access learning opportunities by providing multiple means of engagement, representation, and expression in accordance with Universal Design for Learning guidelines. ( <a href="https://hudl.jhu.edu/">https://hudl.jhu.edu/</a> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment: Conducts formative assessments (e.g., non-graded assessments) or summative assessments (e.g., graded quizzes) during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide additional comments or details on the aspects of learning design (e.g., The class materials selected included representation of diversity. The audio on the video didn't work well and was hard to hear from the back of the classroom.).

Indicate the following in terms of the teacher's activities of the class observed: Note: You may wish to add additional detail as it relates to these broad categories in the open text field provide below this question.

	Observed	Partially Observed	Not Observed/Not Applicable
Expertise: Demonstrates relevant content knowledge for the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation: Clearly and effectively presents ideas and or articulates key questions in an accessible way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement: Uses varied teaching strategies that promote students participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusivity: Fosters an inclusive learning environment for all students and appropriately responds to potential conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rapport: Uses their own teaching style to develop a respectful and constructive relationship with students that supports learning and growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide additional comments or details on the aspects of the teaching activities (e.g. The students were really engaged in the JIGSAW activity and it was clear that this activity helped them to summarize the topic better. Your positive affirmations during the activity also supported their engagement and the inclusive learning climate of the class.).

Keeping the instructor's goals for the observation in mind, what were 2-3 key strengths of the lesson?

Keeping the instructor's goals for the observation in mind, what were 2-3 key opportunities for strengthening the lesson?

Are there any additional specific comments you would like to share?

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