

Peer Review

Developing Rubrics for Classroom Observation

ACADEMIC IMPRESSIONS

Before observation

- **Recognize that context matters**
 - What do you expect to see in a:
 - Large lecture-based class?
 - Small discussion-based class?
 - Laboratory?
 - Class for first-year students?
 - Class for senior-level students?

ACADEMIC IMPRESSIONS

Before observation

- **Talk with faculty member being observed:**
 - What are goals for class session?
 - What is the general format of the class?
 - Are there any aspects to which you'd like me to pay particular attention?
 - Where does this class session fit within the overall structure of the course?
 - What have preparation for the session do you expect from students?

ACADEMIC IMPRESSIONS

Note taking during observation

- Possible formats:
 - Checklist with space for comments
 - Two-column notes
 - What is happening?
 - What are your comments/questions?
 - Advantage: Keeps observations and inferences separate
 - Rating form (including scale)

ACADEMIC IMPRESSIONS

What can be observed?

- Mechanics – Voice, visuals, use of space
- Organization
- Engagement
- Content
- Student relations
- Other?