	Eco-STEM Peer O	bservation Tool							
Instructor:		Course:							
Observer:		Date and Time of C	bservation:						
The tool includes key indicators and observable items in three major areas critical to a healthy ecosystem in the classroom. Before the classroom observation, the peer observer should meet with the faculty member being observed to identify the observable behavior items (no more than 26) based on the goals for the observation and your planned instructional activities for the session. During the observation, the peer observer can use the following rubric to mark the selected observable behaviors:									
					Frequ	ency			
Indicator	Observable Behavior		Selected for Observation	Very evident during observation	Evident during most of observation	Evident during limited portion of observation	Not evident during observation		
	Climate: Supportive, inclusive	e and recognizes	cultural asse	ts					
	C1.1: Used students' names								
C1: Knows students as individuals	C1.2: Talked with students informally before or after cla	ss							
mar, radais	C1.3: Showed knowledge of students' interests beyond t	he class							
Comments:									

				Freq	uency	
Indicator	Observable Behavior	Selected for Observation	Very evident during observation	Evident during most of observation	Evident during limited portion of observation	Not evident during observation
	C2.1: Promoted a classroom environment where questions are valued					
C2: Encourages questions	C2.2: Expressed curiosity about student thought process					
	C2.3: Emphasized to students that making mistakes is a normal and healthy part of the learning process					
Comments:						
	C3.1: Encouraged students to continue to try when stuck					
C3: Expresses belief in students'	C3.2: Affirmed to students that they are capable to do the work					
capacity and potential	C3.3: Projected a successful future for students (career, graduation)					
	C3.4: Promoted a growth mindset in students					
Comments:						

				Frequ	uency	
Indicator	Observable Behavior	Selected for Observation	Very evident during observation	Evident during most of observation	Evident during limited portion of observation	Not evident during observation
	C4.1: Presented divergent viewpoints where appropriate					
C4: Creates an	C4.2: Valued all students and their contributions					
inclusive environment	C4.3: Showed respect and sensitivity to diverse learners, including different ways of knowing					
	C4.4: Adequately addressed student concerns					
Comments:						
	C5.1: Acknowledged students' past experiences					
C5: Recognizes Cultural Assets	C5.2: Valued and celebrated different ways of problem solving					
-	C5.3: Acknowledged and supported student resilience in the face of difficulties					
Comments:						

			Frequenc				
Indicator	Observable Behavior	Selected for Observation	Very evident during observation	Evident during most of observation	Evident during limited portion of observation	Not evident during observation	
	Structure: Facilitates the learning proce	SS					
	S1.1: Provided purpose and learning outcomes of the lesson						
S1: Provides clear goals/outcomes	S1.2: Placed the lesson into the overall arc of the course						
STITTO FACE CICAL GOALS CALCOLLES	S1.3: Gave clear instructions on activities and assignments and tied them to student learning outcomes						
Comments:							
	S2.1: Defined relationship of this lesson to previous/future lesson(s)						
	S2.2: Presented an overview of the lesson						
S2: Organizes class effectively	S2.3: Presented topics in a logical sequence						
	S2.4: Defined unfamiliar terms, concepts, and principles						
	S2.5: Summarized what was covered and the next steps at the end of the class						
Comments:							

				Frequ	uency	
Indicator	Observable Behavior	Selected for Observation	Very evident during observation	Evident during most of observation	Evident during limited portion of observation	Not evident during observation
	S3.1: Included material appropriate to student prerequisite knowledge					
S3: Employs instructional design based on knowledge of how people	S3.2: Actively related the lesson topics to the students' lived experiences					
	S3.3: Related new ideas to familiar concepts through examples that are meaningful to the student					
learn	S3.4: Varied explanations or demonstrations for complex and difficult material					
	S3.5: Paced lessons appropriately to allow diverse learners to grapple with ideas or apply concepts					
Comments:						

				Frequ	iency	
Indicator	Observable Behavior	Selected for Observation	Very evident during observation	Evident during most of observation	Evident during limited portion of observation	Not evident during observation
	S4.1: Used a variety of instructional activities					
	S4.2: Used scaffolded activities					
S4: Structures activities to develop effective learners	S4.3: Used activities that requires students to explain their approach to the solutions, recognize structure, etc. (metacognitive components)					
develop effective feathers	S4.4: Asked students to generate their own explanations and justify their thinking					
	S4.5: Included reflection activities (e.g., muddiest point, one-minute paper, exam corrections)					
Comments:						

			uency			
Indicator	Observable Behavior	Selected for Observation	Very evident during observation	Evident during most of observation	Evident during limited portion of observation	Not evident during observation
	Vibrancy: Activity and level of engagement	ent				
	V1.1: Shared current developments in the discipline					
V1: Communicates passion for the discipline	V1.2: Projected genuine enthusiasm about the discipline					
	V1.3: Provided opportunities for students to share new developments in the field					
Comments:						
	V2.1: Addressed student questions and comments					
V2: Uses active learning properly	V2.2: Provided group tasks that promoted knowledge construction in community and higher-level thinking					
v2. Oses active learning property	V2.3: Synthesized group work at conclusion of collaborative activity					
	V2.4: Developed student learning through active participation in lesson activities					
Comments:						

				Frequ	uency	
Indicator	Observable Behavior	Selected for Observation	Very evident during observation	Evident during most of observation	Evident during limited portion of observation	Not evident during observation
	V3.1: Encouraged students to answer each other's questions					
	V3.2: Encouraged groups to ensure that all students have an opportunity to speak and are listened to					
V3: Promotes healthy and productive	V3.3: Enforced respectful behavior and kindness between students					
dynamics between students	V3.4 Facilitated effective group work through assignment of roles and group selection					
	V3.5: Intervened as necessary to hold class to pre-agreed-upon community norms					
Comments:						

				Frequ	uency	
Indicator	Observable Behavior	Selected for Observation	Very evident during observation	Evident during most of observation	Evident during limited portion of observation	Not evident during observation
	V4.1: Provided varied opportunities for students to apply newly learned content					
V4: Stimulates a high level of student engagement	V4.2: Adopted strategies and activities that captivate disengaged students					
	V4.3: Gave students recurring opportunities to engage with other students in small groups or as a whole class					
Comments:						

			Frequency					
Indicator	Observable Behavior	Selected for Observation	Very evident during observation	Evident during most of observation	Evident during limited portion of observation	Not evident during observation		
V5: Promotes the growth of motivated and deep learners	V5.1: Used class activities and assignments that held relevance to students' lived experiences and their communities							
	V5.2: Promoted critical thinking through comprehensive exploration of assumptions and socio-cultural context in models and paradigms before accepting or formulating an opinion or conclusion							
ши осор гошист	V5.3: Asked students to generate their own explanations and justify their thinking							
	V5.4: Promoted students' reflection on their own learning or performance							
Comments:								