## Eco-STEM Peer Observation Tool

| Instructor: | Course: |
| :--- | :--- |
| Observer: | Date and Time of Observation: |

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:


Climate: Supportive, inclusive and recognizes cultural assets

| C1: Knows students <br> individuals | C1.1: Used students' names | $\square$ | $\square$ | $\square$ | $\square$ | $\square$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  | C1.2: Talked with students informally before or after class | $\square$ | $\square$ | $\square$ | $\square$ | $\square$ |
|  | C1.3: Showed knowledge of students' interests beyond the class | $\square$ | $\square$ | $\square$ | $\square$ | $\square$ |

## Comments:

| Indicator | Observable Behavior | Selected for Observation | Frequency |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |
| C2: Encourages questions | C2.1: Promoted a classroom environment where questions are valued | $1$ |  |  |  |  |
|  | C2.2: Expressed curiosity about student thought process | $\pm$ |  |  |  |  |
|  | C2.3: Emphasized to students that making mistakes is a normal and healthy part of the learning process |  |  |  |  | $\square$ |
| Comments: |  |  |  |  |  |  |
| C3: Expresses belief in students' capacity and potential | C3.1: Encouraged students to continue to try when stuck |  |  |  |  |  |
|  | C3.2: Affirmed to students that they are capable to do the work |  |  |  |  |  |
|  | C3.3: Projected a successful future for students (career, graduation) |  |  | $\square$ |  |  |
|  | C3.4: Promoted a growth mindset in students |  |  |  |  |  |
| Comments: |  |  |  |  |  |  |


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| C4: Creates an inclusive environment | C4.1: Presented divergent viewpoints where appropriate |  |  |  |  |  |
|  | C4.2: Valued all students and their contributions | $ـ$ | $]$ |  |  |  |
|  | C4.3: Showed respect and sensitivity to diverse learners, including different ways of knowing | $\square$ | $\square$ |  | $\square$ |  |
|  | C4.4: Adequately addressed student concerns | $1$ | $\square$ |  |  | $1$ |
| Comments: |  |  |  |  |  |  |
| C5: Recognizes Cultural Assets | C5.1: Acknowledged students' past experiences |  |  |  |  |  |
|  | C5.2: Valued and celebrated different ways of problem solving |  |  |  |  |  |
|  | C5.3: Acknowledged and supported student resilience in the face of difficulties | $\square$ | $\square$ |  | $\square$ | $\square$ |
| Comments: |  |  |  |  |  |  |


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| Structure: Facilitates the learning process |  |  |  |  |  |  |
| S1: Provides clear goals/outcomes | S1.1: Provided purpose and learning outcomes of the lesson | $\square$ | $\square$ |  |  |  |
|  | S1.2: Placed the lesson into the overall arc of the course | $\square$ | $\downarrow$ | $7$ | $\square$ |  |
|  | S1.3: Gave clear instructions on activities and assignments and tied them to student learning outcomes |  | $\square$ |  | $\square$ | $\square$ |
| Comments: |  |  |  |  |  |  |
| S2: Organizes class effectively | S2.1: Defined relationship of this lesson to previous/future lesson(s) | $\square$ | $\square$ | $\square$ | $\square$ | $\square$ |
|  | S2.2: Presented an overview of the lesson | $\pm$ | $1$ |  | $\square$ | $\square$ |
|  | S2.3: Presented topics in a logical sequence |  |  |  |  |  |
|  | S2.4: Defined unfamiliar terms, concepts, and principles |  |  | $\pm$ |  |  |
|  | S2.5: Summarized what was covered and the next steps at the end of the class | $\square$ | $\square$ |  |  | $\square$ |
| Comments: |  |  |  |  |  |  |


| Indicator |  |  | Frequency |  |  |  |
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| S3: Employs instructional design based on knowledge of how people learn | S3.1: Included material appropriate to student prerequisite knowledge |  |  |  | $7$ |  |
|  | S3.2: Actively related the lesson topics to the students' lived experiences |  | $\square$ |  | $\square$ |  |
|  | S3.3: Related new ideas to familiar concepts through examples that are meaningful to the student | $\square$ | $7$ | $\square$ | $\square$ |  |
|  | S3.4: Varied explanations or demonstrations for complex and difficult material | $\square$ |  |  | $1$ |  |
|  | S3.5: Paced lessons appropriately to allow diverse learners to grapple with ideas or apply concepts | $\square$ |  |  |  |  |
| Comments: |  |  |  |  |  |  |


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| S4: Structures activities to develop effective learners | S4.1: Used a variety of instructional activities | $\square$ | $\square$ | $\square$ | $\square$ |  |
|  | S4.2: Used scaffolded activities | $\square$ | $\square$ | $1$ | $\square$ |  |
|  | S4.3: Used activities that requires students to explain their approach to the solutions, recognize structure, etc. (metacognitive components) | $\square$ | $\square$ |  | $\square$ |  |
|  | S4.4: Asked students to generate their own explanations and justify their thinking | $\square$ | $\square$ |  | $\square$ |  |
|  | S4.5: Included reflection activities (e.g., muddiest point, one-minute paper, exam corrections) | $\square$ | $\square$ |  |  |  |
| Comments: |  |  |  |  |  |  |


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| Vibrancy: Activity and level of engagement |  |  |  |  |  |  |
| V1: Communicates passion for the discipline | V1.1: Shared current developments in the discipline |  | $\square$ | $\square$ | $\square$ |  |
|  | V1.2: Projected genuine enthusiasm about the discipline |  | $\pm$ |  | $\geq$ |  |
|  | V1.3: Provided opportunities for students to share new developments in the field |  |  |  |  | $\square$ |
| Comments: |  |  |  |  |  |  |
| V2: Uses active learning properly | V2.1: Addressed student questions and comments | $\square$ | $\square$ | $\square$ | $\square$ | $\square$ |
|  | V2.2: Provided group tasks that promoted knowledge construction in community and higher-level thinking | $\square$ |  | $\square$ | $\square$ |  |
|  | V2.3: Synthesized group work at conclusion of collaborative activity | $1$ | $\square$ | $\square$ | $\square$ |  |
|  | V2.4: Developed student learning through active participation in lesson activities |  |  |  | $\square$ | $\square$ |
| Comments: |  |  |  |  |  |  |


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| V3: Promotes healthy and productive dynamics between students | V3.1: Encouraged students to answer each other's questions |  | $\square$ | $\square$ |  | $\square$ |
|  | V3.2: Encouraged groups to ensure that all students have an opportunity to speak and are listened to |  |  |  |  | $\square$ |
|  | V3.3: Enforced respectful behavior and kindness between students |  |  |  |  |  |
|  | V3.4 Facilitated effective group work through assignment of roles and group selection | $\square$ |  | $\square$ | $\square$ |  |
|  | V3.5: Intervened as necessary to hold class to pre-agreed-upon community norms | $\square$ |  |  |  | $\square$ |
| Comments: |  |  |  |  |  |  |


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| V4: Stimulates a high level of student engagement | V4.1: Provided varied opportunities for students to apply newly learned content |  |  |  |  |  |
|  | 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 |  | $\square$ | $\square$ | $\square$ |  |

## Comments:

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| 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 | $\square$ |  |  | $\square$ | $\square$ |
|  | 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 |  | $\square$ |  | $\square$ |  |
|  | V5.3: Asked students to generate their own explanations and justify their thinking |  | $\square$ |  |  |  |
|  | V5.4: Promoted students' reflection on their own learning or performance | $\pm$ | $\square$ |  | $\square$ |  |

## Comments:

