

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:

Indicator	Observable Behavior	Selected for Observation	Frequency			
			Very evident during observation	Evident during most of observation	Evident during limited portion of observation	Not evident during observation
Climate: Supportive, inclusive and recognizes cultural assets						
C1: Knows students as individuals	C1.1: Used students' names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C1.2: Talked with students informally before or after class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C1.3: Showed knowledge of students' interests beyond the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

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

Indicator	Observable Behavior	Selected for Observation	Frequency			
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Vibrancy: Activity and level of engagement						
V1: Communicates passion for the discipline	V1.1: Shared current developments in the discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V1.2: Projected genuine enthusiasm about the discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V1.3: Provided opportunities for students to share new developments in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						
V2: Uses active learning properly	V2.1: Addressed student questions and comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V2.2: Provided group tasks that promoted knowledge construction in community and higher-level thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V2.3: Synthesized group work at conclusion of collaborative activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V2.4: Developed student learning through active participation in lesson activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

