

**Classroom Observation Form**  
**George Mason University**

**Instructor:** Daphne King

**Observer:** Evelyn P. Tomaszewski

**Course Number/Title:** SOCW 683: Clin Practice w C/Y/F

**Class Size:** 24

**Location:** virtual via Zoom/BB

**Date/Time:** December 1, 2020

**Pre-Observation Comments:**

Syllabus: Clearly states course objectives, expectations, and assignments. Includes clearly defined office hours.

Blackboard Site: The course is well integrated, with assignments clearly defined and easy to find.

**SCALE:** E = Excellent; S = Satisfactory; RFI = Room for Improvement; NA = Not Applicable

<b>PART 1: Content and Organization</b>	<b>E</b>	<b>S</b>	<b>RFI</b>	<b>NA</b>
Started and ended class on time	x			
Presented overview of class and learning objectives	x			
Presented & defined key concepts		x		
Presented current material		x		
Presented information in an organized manner		x		
Presented material at a level appropriate to students and the course		x		
Used relevant examples to explain major ideas		x		
Made efficient use of class time		x		
Followed through with class overview and learning objectives		x		
Provided engaging conclusion for the class		x		

Comments:

Asset: Dr. King used a PowerPoint slide deck to organize content and facilitate discussion. She used examples from her own practice (past and current) to further define key concepts.

<b>PART 2: Creating a Classroom Environment Conducive to Learning</b>	<b>E</b>	<b>S</b>	<b>RFI</b>	<b>NA</b>
Greeted students at the beginning of class		x		
Maintained a comfortable classroom presence (e.g., moved easily about the room, established eye contact, maintained students' attention, used humor appropriately)	x			
Varied communication style to hold interest (e.g., pace, tone)		x		
Demonstrated enthusiasm for and interest in subject	x			
Responded appropriately to a range of student classroom behaviors		x		
Ensured that students interacted civilly/respectfully with each other		x		
Listened carefully and respectfully to students' questions	x			
Answered questions appropriately and restated students' questions or comments as necessary		x		
Encouraged a classroom environment conducive to learning		x		
<u>Comments:</u>  Asset: acknowledged student engagement and level of work as a reflection of the final class; noted the intensity of the topic and need self care and use of chat. Good engagement in challenging topics (religious beliefs and IPV/child abuse).				
<b>PART 3: Developing Critical Thinkers</b>	<b>E</b>	<b>S</b>	<b>RFI</b>	<b>NA</b>
Asked questions that lead to a deeper understanding and questioning of the material			x	
Asked students to apply their learning to authentic problems or scenarios		x		
Asked students to identify and/or question assumptions (e.g., about the field, the text, the material, themselves)				n/a
Encouraged students to answer difficult questions by rephrasing or providing cues		x		
Encouraged students to make relevant connections among course ideas, their academic experiences, and their own lives		x		
<u>Comments:</u>  Opportunity: Further engagement of challenging topic (clergy/others as mandated reporters) to discussion around Code of Ethics could provide another level of critical analysis.				

PART 4: Teaching Methods	E	S	RFI	NA
Used lecture effectively		x		
Used student engagement techniques effectively (e.g., discussion, small group work, active learning strategies, etc.)		x		
Incorporated technology effectively to enhance student learning (e.g., PowerPoint slides, course websites, YouTube, blogs, videos, etc.)		x		
Managed classroom learning environment effectively		x		
<u>Comments:</u> Asset: Began the class with a survey/assessment to engage students as the class started.				

Respectfully Submitted,



Evelyn P. Tomaszewski, MSW

*Source:* This example Peer Observation Form is based on the Johns Hopkins University School of Nursing Peer Evaluation Scale (2003), found in Berk, R. A. (2006). *Thirteen strategies to measure college teaching*. Sterling, CA: Stylus Publishing.