

Behavioral Chart: CITL Peer Observation - Center for Innovation in Teaching & Learning, University of Illinois at Urbana-Champaign

Lesson design and implementation	Proficient	Advanced
- The lesson is clearly structured to support stated learning objectives. - The lesson design builds on students' prior knowledge or experience. - Students explore ideas before formal explanations are introduced. - The lesson includes opportunities for students to apply or explore ideas. - The lesson encourages multiple ways of thinking or solving problems	- The instructor communicates clear goals and expectations; students understand what they are learning. - The instructor references prior content and connects it to the current lesson. - The instructor uses open-ended questions and wait-time. - Students engage in tasks requiring explanation and analysis. - The instructor invites multiple approaches and justifications.	- Students can articulate how the lesson fits into broader learning goals; The instructor uses imaginative explanations and analogies. - Students initiate connections to prior learning; The instructor adapts based on students' backgrounds. - Students initiate inquiry and propose hypotheses before instruction begins. - Students adapt tasks to make them more meaningful or relevant. - Students challenge each other's thinking and suggest alternative strategies.
Engagement with Content	Proficient	Advanced
- The content addresses key disciplinary concepts and encourages connections across topics. - Students are asked to reflect on or explain their thinking. - The lesson includes opportunities for students to engage in analysis, critique, or synthesis. - Abstract or theoretical ideas are made accessible through examples, visuals, or real-life scenarios. - Real-world or interdisciplinary connections are included when relevant.	- The instructor uses clear explanations and examples. - Students are invited to justify reasoning. - Tasks require higher-order thinking. - The instructor uses visuals, examples, and analogies. - The instructor includes relevant applications.	- Students extend content through interdisciplinary or real-world applications. - Students initiate reflection and critique each other's ideas. - Students lead discussions and deepen analysis collaboratively. - Students use metaphors and analogies to explain content to peers. - Students initiate connections to real-world contexts or other disciplines.

Adapted from Piburn and Sawada's (2002) Reformed Teaching Observation Protocol & Campus-wide Definition of Teaching Excellence at the University of Illinois

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Learning Environment	Proficient	Advanced
- Students are encouraged to share ideas and ask questions. - The instructor responds to student input in ways that deepen the discussion. - Peer-to-peer interaction is encouraged and supported. - The instructor uses language and behaviors that demonstrate respect for students and welcome diverse perspectives. - The instructor's presence supports student learning and does not dominate the discussion.	- The instructor engages in respectful dialogue and responds supportively. - The instructor builds on student responses. - Students engage in group work and discussions. - The instructor uses inclusive language and behavior. - The instructor facilitates rather than directs.	- Students correct each other respectfully; all participate without fear. - Students extend and enrich discussions independently. - Students initiate peer dialogue and challenge each other's thinking. - The instructor knows students personally and encourages diverse viewpoints. - Students lead discussions and take initiative in learning activities.

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