MCC Peer Assistance and Review (PAR) Mentor Observation Form

Semester/Year:

Date of Observation:

Course Prefix/Number:

PAR Faculty Name:

PAR Mentor Name:

1. The PAR Faculty and Mentor work together to identify two areas for observation. *Some suggestions are listed at the end of this document.*
2. If possible, schedule the Mentor observation(s) before the Dean and Chair evaluations.
4. The Mentor provides written feedback that includes suggestions for enhancement, alternative approaches, etc.
5. The Mentor meets with the PAR Faculty for a post-observation discussion.
6. The PAR Faculty attaches the completed Mentor Observation form to their IDP and reflects upon the feedback in the Overall Instructional Narrative section.

PAR Faculty identifies first area to observe in the textbox below:

Mentor gives feedback on first area observed in the textbox below:

PAR Faculty identifies second area to observe in the textbox below:

Mentor gives feedback on second area observed in the textbox below:

Below are suggested areas for observation/feedback by the Mentor to help you get started.

- Observe how I incorporated "Cultural and Global Engagement" into an in-class activity. What can I do to further embed this institutional learning outcome into the activity/evidence (student work) collected?
- Observe how I interact with students and provide suggestions on how to increase engagement.
- Track how many students participate. How frequently do the same students contribute? Do I tend to call on certain students more frequently? Do I tend to favor the left or right side of the room?
- Observe/record student conversations for an in-class group exercise. Provide suggestions on how the groups were organized, was the time allotted sufficient, did the students understand the concepts/terms well enough before starting the in class activity, etc.
- Observe my Power Point presentation and provided feedback on format/organization.
- Provide feedback on the fill-in-the-blank handout used in class to go with the video. Were there too many questions? Not enough? Were any of the questions confusing?

- Provide feedback on the prompts used in class to guide the critique of student work. Do you think the prompts stifled creativity? Should the prompts be expanded, reduced, or eliminated?
- Review the game created for use in class to review for an upcoming quiz. Are the directions clear? While playing the game, were all students engage? Do you think this game helped them to better understand the material? What are some alternative approaches I could use?
- Was the use of additional resources in class beneficial? Should this content been assigned as a pre-class activity?
- Do I paraphrase questions that are asked so that folks in the back of the room can hear them?
- Do I move around the room too much? Not enough?
- What is my body language when students ask questions? And do I take a moment to reflect before I answer?
- After reviewing what I present to you before class and now seeing it in action, was the activity promoting adult learning principles?
- Did the activity seem engaging for the class?
- How was my connection and continuity to course competencies?
- How was my opening?
- Did I make a connection to past classes and/or course concepts?
- How was my closing?
- Did I give an idea of where we are heading in the bigger context of our learning together?
- How was my connection with students?
- Did I build a sense of community in the classroom?
- How did I "show up"... how was my being? Was I kind, open and light-hearted? Was I fully present with students? Was I sensitive to their needs?
- Did students feel comfortable taking risks and asking questions?
- Did I respond to their needs with enough depth and clarity?
- Did I fully engage with students and allow them to have the individual learning experiences they needed to really know and apply this to their lives?
- Do I allow time during lecture for students to absorb material or is my pace too fast?
- Do I allow time for students to answer questions or do I answer for them?

Suggestions for Service Faculty:
- Observe whether I actively listen to students/Faculty, re-state my understanding of their needs, and ask open-ended questions about their topic.
- Observe whether I effectively explain search strategies and recommend resources in a variety of formats and categories.
- Observe if I attempt to determine whether or not the research need was met satisfactorily.