

National Alliance for Partnerships in Equity Peer Observation Checklist: Facilitator Notes

	Observation Item	Assessment Format	Suggested Guideline
1	Tone of voice with males versus females.		Warm, upbeat, under control, clear, low or high pitch, formal/informal
2	Tone of voice with individuals of certain ethnicities and/or races.		Warm, upbeat, under control, clear, low or high pitch, formal/informal
3	Number of <i>interactions</i> with males versus females.	Columns/tick marks	Interactions to score may include: Response opportunity (asking students to participate) # 7-8 Praise, Criticism, Remediation (helping students to correct answers), Neutral responses (simple acceptance of comments such as OK) Wait/think time Proximity-physical closeness Acknowledgement/feedback Higher level questioning
4	Interacts more with individuals of certain ethnicities and/or races.	Columns/tick marks	If ethnicity or race unknown, you may track this by majority vs. minority and define what that means.
5	Demonstrated different expectations of males than females.		“Expectations” = A belief that some will or should achieve something. A strong belief that something will happen or be the case in the future. Teachers often behave differently toward students based on the beliefs and assumptions they have about them. For example, studies have found that teachers engage in affirming nonverbal behaviors such as smiling, leaning toward, and making eye contact with students more frequently when they believe they are dealing with high-ability students than when they believe they are interacting with "slow" students.
6	Demonstrated different expectations of individuals of certain ethnicities and/or races.		See above.
7	Number of times faculty called on males versus females to participate in class.	Columns/tick marks	Response opportunity--asking students to answer questions, contribute to discussions, state opinions, write on board, and present something to class. Hands are raised. How often does teacher call on males vs females?
8	Number of times faculty called on individuals of certain ethnicities and/or races to participate in class.		See above.



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	Observation Item	Assessment Format	Suggested Guideline
9	Amount of eye contact with males versus females.	Seating chart may be required	This may vary by gender of the instructor, number of under-represented students in the room, and seating arrangements.
10	Amount of eye contact with individuals of certain ethnicities and/or races.	Seating chart may be required	See above.
11	Amount of wait/think time given to male vs female students to answer questions.		Research shows that males raise their hand first then formulate an answer while females will formulate an answer and then raise their hand. Determine teacher's usual response time (1-2 sec?). Lengthen response time to 3-5 sec (recommended)
12	Amount of time given to answer questions to individuals of certain ethnicities and/or races.		See above.
13	Provided examples that were more geared toward males or females.	Columns/notes	Observer will need to consider what "geared toward" means. This will be part of the follow-up conversation. Having an opposite gender observer may elicit more awareness.
14	Provided examples that were more geared toward individuals of certain ethnicities and/or races.		See above. Having an observer from a racial or ethnic group other than the instructor's may elicit more awareness.
15	Used language that suggested gender bias.	Columns/notes	Observer will need to consider what "geared toward" means. This will be part of the follow-up conversation. Having an opposite gender observer may elicit more awareness.
16	Used language that suggested cultural bias.		See above. Having an observer from a racial or ethnic group other than the instructor's may elicit more awareness.
17	Micro-affirmation usage for males vs females on identifying strengths, assets, and career choice.	Columns/notes	
8	Micro-affirmation usage for certain students based on ethnicities and/or races with regard to identifying strengths, assets, and career choice.	Columns/notes	

