

**NAME:**

**DATE:**

**REVIEWER:**

## **Guidelines for Peer Observation**

The selection of the observer will take place as detailed in the CBA: *The UPRC, Dean and Faculty member to be observed will agree upon a list of tenured faculty members who may perform an observation. The faculty member will then select a faculty member from the list to perform the observation.* Tenured faculty who will be acting as observers will attend an orientation class taught at the Faculty Center for Professional Excellence.

Prior to the observation, the observer and the faculty member will meet and discuss the class which will be observed. The instructor should take this opportunity to discuss the context of the class session as it occurs in the syllabus, the expected content of the session, the explicit intentions and objectives for this session, the intended class format, role of instructional technologies in the session, and the expected participation of the students.

Following the observation, the observer completes the observation form and submits it to the faculty member, and to the Unit Peer Review Committee.

Discussion between observer and the Faculty member.

Written comments by faculty member, (optional) if any, should be forwarded to the observer and the Unit Peer Review Committee by the faculty member.

According to the CBA: *The observation report and the faculty member's response, if any, will be forwarded to the UPRC. Normally, the UPRC will simply forward the observation to the Dean. If, however, the peer observation report identifies instructional concerns, the UPRC will forward the report to the Dean with specific recommendations for professional development.*

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### **Form for Peer Observation of Teaching**

Please observe and comment on each of the areas listed below, where appropriate. The purpose of the observation is to provide feedback that will enable the faculty member to assess and improve teaching effectiveness. To clarify your observations, please provide examples or evidentiary grounds for the points you are making. Several examples have been supplied for each category but you need not limit yourself to them.

There are three essential areas which should receive comment: Subject matter, Presentation, and Student engagement.

#### **I. Subject Matter of the Observed Session**

1. Please comment on the Instructor's knowledge/expertise of the course content.

(For example, does the instructor demonstrate references to appropriate literature and thinkers? Does the instructor present principles, explanations, examples, and other clarifications?)

2. Please comment on the apparent relevance of the content of the session to the course objectives and the achievement of those objectives.

(For example, what goals of the syllabus are evident from the presentation? In what way are assignments integrated into the class content? Does the instructor use pertinent examples, cases, and situations? How does the instructor keep the class focused on relevant topics?)

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**II. Presentation**

1. Please comment on the organization, integration, and focus of the course material.

(For example, does the presentation have clarity? How does the instructor indicate transition from one theme to another? How does the instructor relate the topic of the day to the course as a whole? Does the instructor review or summarize main points, go over new terminology carefully, etc.?)

2. Please comment on the utilization of appropriate methods and instructional technology.

(For example, use of BlackBoard Learning Environment, tables and charts, overhead projector, power point, videos, audios, web sites, scale models, laboratory equipment)

3. Please comment on the effectiveness of the class format for the material.

(For example, lecture, studio, lab, demonstration, seminar, etc.)

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**III. Engagement of Students**

1. Please comment on the Faculty member's ability to engage attention of the students.

( For example, levels of student attentiveness, responsiveness, evidence of students being challenged, moving around class, changing formats, the kinds of questions students ask, voice tone, pacing, eye contact with students, etc.)

2. Please comment on the effectiveness and appropriateness of Student/Faculty interaction.

(For example, how does the instructor respond to students' questions? Are there interesting dialogues and discussion, questions and answers?)

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**Summary**

A. Performance strengths

B. Areas for improvement

C. Other comments suggestions, and/or concerns.