

Peer Observation of Classroom Teaching Procedure

University of Oregon
Arts and Administration Program

The peer teaching observation is intended to be not just an evaluative process but also an opportunity to receive constructive feedback to improve teaching effectiveness. This form is intended to provide a sample model for both a formative and summative evaluation process for non-tenure track faculty in the Arts and Administration program.

Process:

I. Pre-Visit Preparatory Meeting

The peer evaluator and faculty member meet prior to the scheduled peer evaluation in order to:

- Review course syllabus for course objectives, teaching, and assessment methods
- Discuss the types of learners in the class
- Discuss methods of instruction selected for class and class format
- Discuss how feedback is provided to students
- Discuss area of focus for evaluation
- Go over peer evaluation forms to be used during class observation
- Determine where course sits in the curriculum? What kind of class?
- Other areas, as requested by the faculty member being evaluated

II. Peer Observation Visit

A peer observation form should be completed as part of the class observation (a sample one may be found at the end of this document). Upon completion of the visit, the faculty member being evaluated should do a self-appraisal that may be used as part of a post evaluation meeting (a sample of a self-appraisal form is provided at the end of this document).

III. Post Observation Meeting

The peer evaluator and faculty member should meet following the class-visit to go over the peer evaluation and the self-appraisal. A summary should be jointly developed by the peer evaluator and by the faculty member following the review and discussion. This summary may include strategies for improvement as appropriate.

I. Peer Teaching Observation Form¹

Date:
 Instructor:
 Observer:
 Course:
 Number of Students in room:
 Classroom Layout:

Category	Yes/Mostly/ Partially/No/ Not Applicable	Comments
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Course Content

Does the instructor demonstrate command of subject matter?		
Does the content reflect current research/knowledge of discipline?		
Is the purpose of the session evident?		
Is the content consistent with the Course syllabus?		

Teaching Methods

Is the presentation organized?		
Are transitions between ideas clear?		
Are relevant examples given and used to clarify concepts?		
Is the instructor enthusiastic about the subject?		
Does the instructor notice and adapt to student feedback/needs?		
Is there an assessment tool or strategy integrated into the lesson?		
Are supplemental materials/visual aids/technology used effectively?		
Given the type and size of class, are the methods selected appropriate?		

¹ Adapted from the peer evaluation of Classroom Teaching form at:
www.rocky.edu/pdf/faculty-staff/observation/TempleForm.doc

Category	Yes/Mostly/ Partially/No/ Not Applicable	Comments
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Learning Environment

Does the instructor promote a learning environment conducive to appropriate and effective participant interaction?		
Does the instructor encourage questions and check-in with students?		
Does the instructor engage students in critical thinking?		
Is the instructor sensitive to issues of diversity and inclusiveness?		

General Comments, Observations, and Summation will be submitted as addendum to this Peer Teaching Evaluation Form

II. Classroom Observation Self-Appraisal Form

Date:
 Instructor:
 Observer:
 Course:
 Number of Students in room:
 Classroom Layout:

Category	Yes/Mostly/ Partially/No/ Not Applicable	Comments
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Course Content

Did I demonstrate command of subject matter?		
Did my content reflect current research/knowledge of discipline?		
Was the purpose of my session evident?		
Was my content consistent with the Course syllabus?		

Teaching Methods

Was my presentation organized?		
Were my transitions between ideas clear?		
Did I give relevant examples and use them to clarify concepts?		
Was I enthusiastic about the subject?		
Did I notice and adapt to student feedback/needs?		
Did I use an assessment tool/strategy integrated into the lesson?		
Did I use supplemental materials/visual aids/technology effectively?		
Given the type and size of class, were the methods I selected appropriate?		

Category	Yes/Mostly/ Partially/No/ Not Applicable	Comments
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Learning Environment

Did I promote a learning environment conducive to appropriate and effective participant interaction?		
Did I encourage questions and check-in with students?		
Did I engage students in critical thinking?		
Was I sensitive to issues of diversity and inclusiveness?		

**Personal Comments, Observations, and Summation
will be submitted as addendum to this Classroom Self-Appraisal Form**

III. Summary of Peer Observation of Teaching

Post Observation Meeting Date:

Instructor:

Observer:

Course:

Number of Students in room:

Classroom Layout:

<u>Successful Elements</u>	<u>Elements to Refine</u>
<i>Course Content</i>	<i>Course Content</i>
<i>Teaching Methods</i>	<i>Teaching Methods</i>
<i>Learning Environment</i>	<i>Learning Environment</i>

Meets Expectations _____ Does Not Meet Expectations _____

Signed by:

Faculty Member _____ Date _____

Peer Evaluator _____ Date _____