C:\Users\hardeem\Desktop\CTE\Logos Letterhead & Communications Templates\CTELogo_Garnet.png

**Peer Observation of Teaching Form[[1]](#footnote-1)**

**Faculty Member Being Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Number & Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date & Time of Observation(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Peer Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A peer observation of teaching provides faculty participants an opportunity to participate in a formative assessment process through which they reflect together on the characteristics of “effective teaching” practices to learn new instructional strategies, and to consider alternate ways to positively impact student learning. These types of assessments can be used for any peer or instructor observation, including graduate teaching assistants, adjuncts, other instructors who wish to gain formative feedback on their teaching practices.

Observer and Instructor should meet prior to the observation period to determine the goals of the observation, and what aspects will be observed. All or parts of this form can be used depending on these goals. A follow-up meeting to discuss observation is also expected for effective formative feedback.

1. **Contextual Information**

This could include, but is not limited to…

* a brief description of the course content
* student enrollment data (i.e. number of students, ethnic demographics)
* description of major assignments in the course

*Comments concerning Contextual Information:*

1. **Syllabus and Course Materials**

This could include, but is not limited to…

* a description and assessment of the course syllabus
* instructor-prepared materials
* use of power point presentations or similar technologies

*Comments concerning course materials:*

1. **Observation of Teaching**

The observation of teaching may be attentive to the values in context of a mission statement or a philosophy of teaching. This might include, but is not limited to…

* Adopted instructional methods
* facilitation of learning
* enthusiasm and responsiveness to students’ questions and/or class contributions
* clarity of instruction
* display of justice, (i.e. openness to diverse viewpoints, an affirming environment)
* physical organization of classroom

*Comments concerning observation of teaching:*

1. **Interview with Students**

This could include, but is not limited to…

* students’ assessment of the faculty member’s effectiveness in relation to their learning
* consistency with course learning outcomes, as indicated on the syllabus
* the instructor’s professional goals or teaching philosophy
* suggestions for the instructor

*Comments related to an interview with students:*

1. **Overall**

This might include, but is not limited to…

* a summary of the instructor’s exemplary areas of teaching and selected areas for growth
* a summative statement regarding teaching effectiveness
* assessment of the course learning outcomes as indicated on the syllabus
* feedback on the instructor’s professional development goals
* suggestions for improvement

*General comments related to the observation of teaching and overview of materials:*

1. **Professional Growth Goals**

This could include, but is not limited to…

* a description of the areas in which the instructor requests feedback during the pre-conference meeting
* the reviewer’s perception of how the instructor is meeting the goals shared during the pre- observation
* suggestions for continued growth

*Closing comments:*

**Note:** The summary, together with any information recorded during the pre-observation and/or post-observation conversations, may be written but provided only to the instructor being reviewed. It is this person’s discretion whether to share any feedback or data with anyone, including the individual’s colleagues or supervisors.



1. This form draws heavily from the protocol developed for and used by the Department of Instruction & Teaching (ITE) faculty. [↑](#footnote-ref-1)