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| **Peer Observer Report and Assessment Form (for Face-to-Face Courses)--CoLA Document 2.1** **format option #1****UT Arlington Faculty Peer Review of Teaching** |

*(This form shall not be included in the Faculty Member’s personnel file nor in any tenure and promotion dossier.)*

Faculty Member Observed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rank \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Observed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(lecture, lab, studio, seminar, discussion, etc.)

Date, Time, Location of Observation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peer Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 ***Exemplary Accomplished Promising Incomplete Not***

 ***Applicable***

**CONTENT**

1. Presented main ideas clearly or used learner-centered tasks EX AC PR IN NA

 to facilitate understanding main ideas

2. Facilitated clear understanding of key ideas’ relevance EX AC PR IN NA

3. Called for higher order thinking of students EX AC PR IN NA

4. Facilitated students’ relating ideas to prior knowledge EX AC PR IN NA

5. Ensured student understanding of new terms/concepts EX AC PR IN NA

6. Referred students to sources of credible information to EX AC PR IN NA

 deepen and/or broaden their knowledge of a concept

7. Encouraged subject matter enthusiasm appropriately EX AC PR IN NA

**ORGANIZATION**

8**.** Was prepared for class EX AC PR IN NA

9. Connected content to previous classes or other EX AC PR IN NA

experience or helped students do so on their own

1. Provided clear lesson organization/objectives EX AC PR IN NA
2. Used clear, effective transitions with EX AC PR IN NA

summaries or facilitated same through student tasks

1. Used instructional time well EX AC PR IN NA

**CLASSROOM INTERACTIONS**

1. Facilitated students’ activeparticipation in learning EX AC PR IN NA
2. Encouraged student questions; responded effectively EX AC PR IN NA
3. Showed awareness of different levels of students’ knowledge EX AC PR IN NA
4. Had good rapport/engagement with students EX AC PR IN NA

 17. Was responsive to nonverbal and verbal student feedback EX AC PR IN NA

18. Treated students with respect and was treated EX AC PR IN NA

with respect by them

19. Provided appropriate wait time for students to EX AC PR IN NA

 respond to questions

**EFFECTIVE COMMUNICATION**

20. Displayed appropriate confidence, enthusiasm EX AC PR IN NA

21. Made appropriate eye contact with students EX AC PR IN NA

22. Used clear articulation and pronunciation EX AC PR IN NA

23. Avoided distracting mannerisms and language EX AC PR IN NA

24. Projected voice to be easily heard EX AC PR IN NA

25. Ensured that all could hear when students spoke EX AC PR IN NA

26. Used appropriate pace of delivery and/or for EX AC PR IN NA

 instructor- or student-centered tasks

**USE OF MEDIA AND INSTRUCTIONAL MATERIALS**

27. Used classroom technology proficiently EX AC PR IN NA

28. Used websites, video clips, and other visuals and EX AC PR IN NA

audiovisuals effectively to support content

29. Provided verbal/textual as well as visual/graphical EX AC PR IN NA

 learning support as appropriate and necessary

30. Addressed inadequacies of classroom effectively EX AC PR IN NA

(size, placement of whiteboards, screens, etc.)

31. Provided effective handouts EX AC PR IN NA

**Summary Comments and Highlights**

**Strengths and innovations**

**Areas for improvement**

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Observer Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Observer Name (Print) and Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Faculty Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

At the closing conference the observer should inquire about the instructor’s availability to students outside of class time. If the instructor’s availability is considered limited, the observer should share strategies that will increase availability to students.