



Peer Review Teaching Observation *ON-CAMPUS Course Observation Form*

| | | | | |
|------------------------|--------------|------------------|---------------|--------------------------------------|
| Name of Faculty Member | | | | |
| Rank | Tenure Track | Non-Tenure Track | Tenured | Other: |
| Course (Title/Section) | | | | |
| Type of Course | Lecture | Lab | Studio | Other: |
| Observation Details | Date: | Time: | Online course | On-Campus course, what building/room |
| Name of Observer | | | | |
| Observer's Position | | | | |

Content Delivery

| | Advanced | Average | Developing | Not Observed | |
|--|----------|---------|------------|--------------|--|
| Presented main ideas clearly or used learner-centered tasks to facilitate understanding main idea | | | | | Specific Feedback (Strengths/Growth Areas) |
| Facilitated clear understanding of key ideas' relevance (real-world application) | | | | | |
| Encouraged for higher order thinking of students | | | | | |
| Facilitated students' activating or relating ideas to prior knowledge | | | | | |
| Ensured student understanding of new terms/concepts | | | | | |
| Referred students to sources of credible information to deepen and/or broaden their knowledge of a concept | | | | | |
| Encouraged subject matter enthusiasm appropriately | | | | | |

Organization

| Organization | | | | | Specific Feedback (Strengths/Growth Areas) |
|---|----------|---------|------------|--------------|---|
| Was prepared for class (including checking technology access) | Advanced | Average | Developing | Not Observed | |
| Connected content to previous classes or other experiences or helped students discover this connection on their own | Advanced | Average | Developing | Not Observed | |
| Provided clear, concise lesson's organization and/or learning objectives | Advanced | Average | Developing | Not Observed | |
| Used clear and effective transitions with summaries or facilitated student through the tasks | Advanced | Average | Developing | Not Observed | |
| Maximized instructional time well | Advanced | Average | Developing | Not Observed | |

Effective Communication

| Effective Communication | | | | | Specific Feedback (Strengths/Growth Areas) |
|--|----------|---------|------------|--------------|---|
| Displayed appropriate confidence, enthusiasm | Advanced | Average | Developing | Not Observed | |
| Made appropriate eye contact with students throughout the room | Advanced | Average | Developing | Not Observed | |
| Used clear articulation and pronunciation | Advanced | Average | Developing | Not Observed | |
| Avoided distracting mannerisms and language | Advanced | Average | Developing | Not Observed | |
| Projected voice to be easily heard | Advanced | Average | Developing | Not Observed | |
| Ensured that all could hear when students spoke | Advanced | Average | Developing | Not Observed | |
| Used appropriate pace of delivery and/or for instructor- or student-centered tasks | Advanced | Average | Developing | Not Observed | |

| Classroom Interactions | | | | | |
|---|----------|---------|------------|--------------|--|
| Facilitated students' active participation in learning | Advanced | Average | Developing | Not Observed | Specific Feedback (Strengths/Growth Areas) |
| Encouraged student questions; responded effectively | Advanced | Average | Developing | Not Observed | |
| Showed awareness of different levels of students' knowledge | Advanced | Average | Developing | Not Observed | |
| Was responsive to nonverbal and verbal student feedback | Advanced | Average | Developing | Not Observed | |
| Treated students with respect and was treated with respect by them | Advanced | Average | Developing | Not Observed | |
| Provided appropriate wait time for students to respond to questions | Advanced | Average | Developing | Not Observed | |

| Instructional Materials including Media | | | | | |
|--|----------|---------|------------|--------------|--|
| Used classroom technology proficiently | Advanced | Average | Developing | Not Observed | Specific Feedback (Strengths/Growth Areas) |
| Provided verbal/textual as well as visual/graphical learning to support as appropriate and necessary | Advanced | Average | Developing | Not Observed | |
| Provided effective handouts or other resources | Advanced | Average | Developing | Not Observed | |
| Used websites, video clips, and other visuals and audiovisuals effectively to support content | Advanced | Average | Developing | Not Observed | |
| Addressed inadequacies of classroom effectively (space size, placement of screens, boards, desks, etc.,) | Advanced | Average | Developing | Not Observed | |

Syllabus

| | Advanced | Average | Developing | Not Observed | Specific Feedback (Strengths/Growth Areas) |
|---|----------|---------|------------|--------------|---|
| Demonstrates clear understanding of learning outcomes and how the interconnect with course content, goals, and objectives | | | | | |
| Learning outcomes link to assessments in a clear way that demonstrates interconnectedness | | | | | |
| Provides clear and accurate university policy information | | | | | |
| Instructor makes themselves available to students appropriately | | | | | |
| Syllabus is complete and easy to follow | | | | | |
| Syllabus present course subject matter in an interesting and/or relevant manner | | | | | |
| Accessibility and inclusivity are evident | | | | | |

Final comments from the observer:

| | |
|---------------------------|---------------------|
| Faculty Member Signature: | Observer Signature: |
|---------------------------|---------------------|

**All records from the Peer Review Teaching Observations are property of the faculty member.
This form should *not* be included in any tenure and promotion dossier.**