



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 Start:	Time End:	Building/room
Name of Observer				
Observer's Position				

Content Delivery

	Observed	Not Observed	Not Applicable	Specific Feedback (Strengths/Growth Areas)
Presented main ideas clearly or used learner-centered tasks to facilitate understanding main idea				
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)	Observed	Not Observed	Not Applicable	
Connected content to previous classes or other experiences or helped students discover this connection on their own	Observed	Not Observed	Not Applicable	
Provided clear, concise lesson's organization and/or learning objectives	Observed	Not Observed	Not Applicable	
Used clear and effective transitions with summaries or facilitated student through the tasks	Observed	Not Observed	Not Applicable	
Maximized instructional time well	Observed	Not Observed	Not Applicable	

Effective Communication

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



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

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



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Syllabus

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

Final comments from the observer:

Faculty Member Signature:	Observer Signature:
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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.