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| **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 |  |

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| **Content Delivery** |
| Presented main ideas clearly or used learner-centered tasks to facilitate understanding main idea | Observed  | Not Observed | Not Applicable | Specific Feedback (Strengths/Growth Areas) |
| Facilitated clear understanding of key ideas’ relevance (real-world application) | Observed  | Not Observed | Not Applicable |
| Encouraged for higher order thinking of students | Observed  | Not Observed | Not Applicable |
| Facilitated students’ activating or relating ideas to prior knowledge | Observed  | Not Observed | Not Applicable |
| Ensured student understanding of new terms/concepts | Observed  | Not Observed | Not Applicable |
| Referred students to sources of credible information to deepen and/or broaden their knowledge of a concept | Observed  | Not Observed | Not Applicable |
| Encouraged subject matter enthusiasm appropriately | Observed  | Not Observed | Not Applicable |
| **Organization** |
| Was prepared for class (including checking technology access) | Observed | Not Observed | Not Applicable | Specific Feedback (Strengths/Growth Areas) |
| 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 |

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| **Effective Communication** |
| Displayed appropriate confidence, enthusiasm | Observed | Not Observed | Not Applicable | Specific Feedback (Strengths/Growth Areas) |
| 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 |

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| **Classroom Interactions** |
| Facilitated students’ activeparticipation 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 |

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| **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** |
| Demonstrates clear understanding of learning outcomes and how the interconnect with course content, goals, and objectives | Observed | Not Observed | Not Applicable | Specific Feedback (Strengths/Growth Areas) |
| 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:**

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| 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.** |