Peer Classroom Observation Summary

The bullet points below are general behaviors surrounding specific areas of excellence in teaching in the classroom. At the end of each section, please identify at least 2 specific strengths and 2 specific areas for growth related to the category. Feel free to also add evidence for other behaviors not listed that you observed during this class.

**Delivery/ Presentation**

* The instructor utilizes pedagogical methods, such as active learning techniques or group work, and technology as most appropriate to enhance learning.
* The professor employs diverse and appropriate presentation techniques throughout the class period. (ex: physical movement, eye contact, voice tone variation, strategic pauses and emphasis, looks at different areas of the classroom while speaking).
* The instructor rarely reads directly from notes and has command over what they are saying (ex: recalls key details, stays on topic)
* The instructor is consistently visibly interested and invested in their course content and can adequately explain their subject area to students with clarity.
* The instructor is demonstrably successful in engaging their students during lectures and course activities, evidenced by their students' asking questions, responding to prompts, taking notes, maintaining eye contact with the presenter, and executing in-class activities.

Strengths:

Areas for growth:

Other comments:

**Class Flow**

* The instructor sets up their materials (ex: screen projection, whiteboard, physical arrangement) prior to class start time as needed. and class begins on-time.
* The instructor shares clear learning objectives and a structure for students to follow during the class session.
* The course isorganized with thoughtful transitions between units, concepts, and/or topics, and nearly all content is relevant to lesson goals communicated.
* The instructor reviews or makes connections between the current lesson and the lessons prior and/or upcoming.
* The instructor is intentional with their own/ their student’s time throughout the class period and communicates lesson goals for class time.
* The instructor makes sufficient time for student concerns/ questions and demonstrates patience and flexibility in order to address student needs.
* The instructor ends the class session on time and students are aware of upcoming homework or class sessions.

Strengths:

Areas for growth:

Other comments:

**Learning Community**

* The instructor creates a participatory learning community and has evidently built rapport with students based on interactions observed and questions asked.
* The instructor creates a rigorous yet accessible learning environment by presenting complex information in multiple ways (ex: audio-visual enhancements, group work, etc.).
* The instructor provides opportunities for students to interact with each other and the instructor constructively and respectfully**.**
* The instructor treats students equitably, irrespective of background or ability.
* Students of diverse backgrounds and perspectives participate actively and often.

Strengths:

Areas for growth:

Other comments:

Please use the following page(s) to note both strengths and opportunities for growth you observed, but were not represented in the sections above. Share any additional observations and suggestions that would be helpful in this individual’s pedagogical review. These comments can refer to the class observation, but also the syllabus or other course materials. For example, you may comment on the connection of the syllabus to the class session, the strength of a pedagogical approach in the classroom, or broader ideas and suggestions.

**IMPLEMENTATION GUIDELINES**

**Procedure Steps:**

1. The faculty member who elects for a formal evaluation to be included in their promotion and/or tenure review will request it from the Provost’s Office of Academic Affairs or Office of Faculty Advancement. The offices will immediately provide them with a copy of the rubric.
2. An observation date is scheduled, and two faculty peers in adjacent fields are assigned to observe the faculty member by the Provost’s Office of Academic Affairs or Office of Faculty Advancement.
3. The faculty member being evaluated should provide their peer assessors with a syllabus and brief statement about the goals of the class session to be observed, describing how it connects to lessons before and/or after it and the broader goals of the course. The faculty member will also provide the peer assessors with materials that are specifically used or referenced in the course session that will be observed, including materials on Canvas. It is strongly recommended that the faculty being observed and their peer assessors schedule a 30-minute pre-observation meeting to discuss those materials. Peer assessors will fill out one syllabus checklist together prior to observation.
4. The peer assessors will observe class on the scheduled date/time, ensuring to arrive early. They will independently fill out the observation form according to what they observe. The assessors should leave immediately after class concludes and should not discuss their evaluation with the faculty being observed.
5. Very soon after the class observation, the two evaluators will meet to discuss the class session and compare their observation forms. The peer evaluators will strive to come to a consensus about their evaluations and submit one observation form, but specific elements may be mentioned as only noted by one evaluator if appropriate.
6. The peer assessors will submit their syllabus checklist, peer observation form, and written components to the Provost’s Office of Academic Affairs and Office of Faculty Advancement no later than a week following the observation.
7. The Office of Academic Affairs and the Office of Faculty Advancement share the evaluation with the faculty members. The faculty member is strongly encouraged to consult with Learning Innovation about the feedback they received. They also have 2 weeks from receipt to respond to the comments therein, if they choose. As needed based on responses from the faculty member, Academic Affairs & Faculty Advancement will interface with the reviewers to discuss, and edits to the review may be made after group discussion with the reviewers.
8. A final synthesis evaluation is generated by the Office of Academic Affairs and the Office of Faculty Advancement and emailed to the faculty members, their department chair, the dean, and other relevant parties as appropriate. This final synthesis will be included in raise considerations and in the review dossier (if applicable).
9. The above process is repeated for two class sessions within the semester, ideally one early in the semester and one later, and potentially observing “different types” of class sessions if appropriate. The second session may just have one peer assessor, but it must be one of the faculty who observed the first session that semester. If possible, both sessions observed should also be video-recorded (e.g., via Panopto), and the video made available to the evaluators as well as the instructor. The video is not, however, made part of the assessment, nor is it passed on for subsequent review processes.

**Peer Assessor Training Steps:**

Peer assessors will be expected to complete a pre-requisite training session with Learning Innovation and/ or Faculty Advancement representatives. Once the training session is complete, peer assessors will conduct one “test run” evaluation of a faculty member. This would be done with at least two evaluators (possibly more) alongside a representative from Learning Innovation (or possibly a previously trained evaluator) who can serve as the “control”. They would go through the whole execution process (see above).

The Learning Innovation representative would give feedback to the peer assessors and would also pass along their test report on to the observed faculty member. The report generated from the test run is NOT included in a dossier but is given to the faculty member as formative feedback (a test run for a later evaluation that will be included in the dossier). The Learning Innovation rep will recommend peer assessors who are ready to conduct reviews to the Office of Faculty Advancement and Office of Academic Affairs. The two offices will then formally approve the evaluators that will go into “the pool” of formal peer assessors.

Syllabus Checklist

* **GENERAL INFORMATION** – The syllabus identifies the course title, catalogue number, section, semester, year, class meeting times, location, and modality (online, blended, on-ground) of the class. If online or blended, the virtual meeting space link/address is listed on syllabus and a distinction of what will be online and what will be on-ground is also made clear. Any additional requirements (ex: lab, studio, screening, etc.) are also listed.

## **CONTACT INFORMATION** – The names of the course team (instructor, TA, etc.) are listed on the syllabus along with their preferred titles, pronouns, and email or preferred contact information.

## **OFFICE HOURS** – The syllabus lists the instructor’s office hours and instructions on how to schedule meetings.

## **COURSE DESCRIPTION** – The syllabus has a course description that describes what students will learn throughout the semester and why this knowledge matters, what types of assignments or activities the will students experience, how is the course taught, and what role it plays in the curriculum.

## **LEARNING OUTCOMES** – The syllabus explicitly states at least three learning outcomes that describe the skills, abilities, and knowledge that students will have acquired or improved by the end of the course.

* **REQUIRED MATERIALS** – Specific materials that students are required to purchase to participate in the course are clearly listed on the syllabus.
* **ASSESSMENTS** – The syllabus lists all factors and assignments that will contribute to the final grade. It also describes how much each is valued/worth in determining the final course grade.
* **COURSE POLICIES** – The syllabus clearly indicates what the instructor expects from their students on a regular basis, and what students can expect from the faculty member. Course policies should address the following: attendance, late/ make-up work, Academic integrity, in-class use of technology, expected codes of conduct in class discussion, notice of assignment/syllabus changes, accommodations, and confidentiality (if applicable).
* **STUDENT SUPPORT SERVICES** – When an instructor takes time to list on-campus support resources, they demonstrate to students that they are mindful about students’ potential needs throughout the semester. Thus, the ideal syllabus will reference on-campus support services as applicable. Support services could include information for students with Disabilities, Library Resources, Subject Area Research Specialist, Writing Center, Ethics Hotline/ Office of Student Conduct & Conflict Resolution, Counseling Services, Technology Support, etc.
* **SCHEDULE** – The syllabus contains a weekly schedule of course content, including but not limited to readings, weekly topics/goals/units, assignments, and tests.