

**Please contact the chair of the Teacher Effectiveness Committee, Justin Houseknecht, with any questions, comments, or concerns.**

Faculty,

The Teacher Effectiveness Committee would like to clarify that:

- The new Peer Evaluation Form is intended to be an instrument that faculty use to improve their teaching. Its use is completely voluntary and is NOT mandated by the Faculty Personnel Board or the Provost.
- Each evaluation may be formative (for improvement of teaching) and/or summative (for inclusion in a tenure and/or promotion file). This decision should be made prior to the first classroom observation as it may influence the observer's perspective.

Thank you,

Justin Houseknecht on behalf of the Teacher Effectiveness Committee

## **Classroom Observation Process**

- 1) Instructor completes the Pre-Observation Form and sends it to the observer.**
  - a. The primary purpose is to communicate to the observer relevant information that students in the course should be aware of.
  
- 2) Observer attends class session (completes Observation Form) and provides brief (5-10 min) feedback.**
  - a. The initial observation is done “cold” to provide the observer a more student-like perspective. Particular attention should be paid to organization, clarity, and discernment of the primary purpose of the class session.
  
- 3) Instructor and observer meet (approximately 30 min) to discuss initial observation, review the initial Observation Form, and jointly complete a Pre-Observation Form for the second observation.**
  - a. This meeting provides an opportunity to clarify misconceptions and/or anomalies from the first class observation. It should also focus the attention of the observer on areas the instructor most desires assistance in.
  
- 4) Observer attends second class session (completes Observation Form).**
  
- 5) Observer completes draft Post-Observation Form and provides a copy to the instructor.**
  
- 6) Observer and instructor meet to discuss the classroom observations formally (approx. 1 hour).**
  - a. The emphasis in this discussion should be improved teaching, but the instructor should also make note of any comments the observer has about the process for #8 below.
  
- 7) Observer completes Post-Observation Form.**
  - a. The final draft should take into consideration the above discussion.
  
- 8) Instructor fills out an evaluation of the process and provides formal feedback on the review instruments.**

\_\_\_\_\_  
(Instructor)

\_\_\_\_\_  
(Observer)

ATTACHED: \_\_ syllabus (required) \_\_ sample assessment (required) \_\_ other: \_\_\_\_\_

## Pre-Observation Form

This form should be completed prior to each observation. The instructor will provide it to the observer prior to the initial observation. The instructor and observer will complete it together prior to the second observation. Attention should be paid to the impact of each area on the observed class session.

This evaluation is (check all that apply)  formative and/or  summative.

The evaluator is (check all that apply)  an expert in the field,  from the instructor's department,  the instructor's department chair,  an expert in a related field, and/or  a non-expert.

- A. **Overview** - Describe the learning objectives for this class session. What is their connection to the larger unit and course goals?
- B. **How will you teach?** What can I expect you to be doing in class? What role will you take? What teaching methods will you use? What other methods do you use?
- C. **Who are you teaching?** Describe the cohort of students in this course, your background in this area of study, and how will you be teaching the course, given the challenges associated with it.
- D. **How will the students prepare and what will they do in class?** Describe the methods of preparation for the student. Explain the ways in which you expect students to participate and learn in class.
- E. **How will you determine if the students have learned?** Describe the means of assessment used in this course and provide sample assessments, if possible.
- F. **Any comments or special focuses for this particular class session**

(Instructor)

(Observer)

## Observation Form

Complete the first portion of this form within the first few minutes of class by circling all appropriate prompts.

The learning space is:    Old / New  
                                    Cold / Comfortable / Hot  
                                    Disrupted by Visual / Auditory distractions  
                                    Arranged in Seminar / Auditorium / Row seating

As class begins:            Students sit in the Front / Entire Classroom/Back  
                                    Students arrive Early / On Time / Late  
                                    Students are Engaged in Conversation / Sit Quietly  
                                    Instructor arrives Early / On Time / Late  
                                    Instructor Silences Class / Waits for Silence to start class  
                                    Instructor appears Organized / Messy / Enthusiastic / Uninterested

Complete the remainder of this form during the observation or immediately thereafter. Provide as many details as possible. Use a Likert scale to indicate agreement with each statement; highly agree is a 5 and strongly disagree is a 1. Many items will not apply to all courses. **Include specific examples from the observed class session for items marked with a 1 or 5.**

A. Learning objectives are clear and appropriately assessed	1	2	3	4	5	NA
1. Session objectives are clear and coherent	1	2	3	4	5	NA
2. Objectives address larger unit and course goals	1	2	3	4	5	NA
3. Instructional approaches are appropriate to achieving lesson objectives	1	2	3	4	5	NA
4. Connections between class activities and learning objectives are clearly communicated for the session	1	2	3	4	5	NA
5. Instruction is at an appropriate level of challenge	1	2	3	4	5	NA
6. The instructor monitors student understanding during the lesson and adjusts instruction when needed	1	2	3	4	5	NA
7. Summary assessments are provided, when appropriate, that effectively address learning objectives	1	2	3	4	5	NA
8. The instructor plans for students with special needs	1	2	3	4	5	NA

Comments:

(Instructor)

(Observer)

B. The instructional environment is conducive to learning	1	2	3	4	5	NA
1. The instructor encourages student participation /engagement	1	2	3	4	5	NA
2. The instructor respects / encourages different points of view	1	2	3	4	5	NA
3. The instructor shows respect / sensitivity to diverse learners	1	2	3	4	5	NA
4. The instructor asks questions of varying difficulty	1	2	3	4	5	NA
5. The instructor asks questions that elicit students' thoughtful and/or creative response	1	2	3	4	5	NA
6. The instructor praises student answers, guides students when they err	1	2	3	4	5	NA
7. The instructor pays attention to cues of student disengagement and confusion	1	2	3	4	5	NA
8. The instructor engages students at the start of and throughout the session	1	2	3	4	5	NA
9. The instructor achieves rapport with students	1	2	3	4	5	NA
10. The instructor adjusts the physical learning environment in ways that promote student attention and class activities	1	2	3	4	5	NA
11. Students demonstrate enthusiasm	1	2	3	4	5	NA

Comments:

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(Instructor)

(Observer)

C. The pedagogies employed support the learning objectives	1	2	3	4	5	NA
1. The instructor addresses student learning challenges effectively	1	2	3	4	5	NA
2. The instructor connects content to previous and future instruction	1	2	3	4	5	NA
3. Films, websites, and other audiovisuals have a clear purpose	1	2	3	4	5	NA
4. The instructor uses a range of teaching techniques effectively in supporting the learning of all students	1	2	3	4	5	NA
5. The instructor provides effective assistance to individual and/or small group activities	1	2	3	4	5	NA
6. The instructor promotes student to student interactions that are fair and respectful	1	2	3	4	5	NA
7. The instructor's speech is clear, well modulated, and free of distracting verbal habits	1	2	3	4	5	NA
8. The instructor's posture, movement, and gestures are relaxed and engaging	1	2	3	4	5	NA
9. Difficult terms / topics are clearly defined / explained	1	2	3	4	5	NA
10. Relationships between topics / facts / and theories explained clearly	1	2	3	4	5	NA
11. Visuals are clear, legible, and visible to all students	1	2	3	4	5	NA
12. Instructor demonstrates enthusiasm	1	2	3	4	5	NA
13. The instructor demonstrates appropriate knowledge and skills	1	2	3	4	5	NA
14. The instructor creates an emotional environment that is low-threat	1	2	3	4	5	NA
15. The instructor creates an intellectual environment that is high-challenge	1	2	3	4	5	NA
16. The instructor manages transitions effectively between segments of session	1	2	3	4	5	NA

Comments:

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(Instructor)

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(Observer)

### Post-Observation Form

Complete this form within a week of the second observation and prior to the final meeting. Provide as many details as possible. Use a Likert scale to indicate agreement with each statement; highly agree is a 5 and strongly disagree is a 1. Items that are not applicable can be marked NA.

A. Learning objectives were clear and appropriately assessed	1 2 3 4 5 NA
Comments:	

B. The instructional environment was conducive to learning	1 2 3 4 5 NA
Comments:	

(Instructor)

(Observer)

C. The pedagogies employed support the learning objectives	1	2	3	4	5	NA
Comments:						

Additional comments



\_\_\_\_\_  
(Instructor)

\_\_\_\_\_  
(Observer)

### **Evaluation of the Peer Review Process**

The instructor who was observed should complete this form at the end of the observation process and submit it to the chair of the Teacher Effectiveness Committee.

**Dates of Observation:** \_\_\_\_\_ and \_\_\_\_\_

**What was the most important thing you learned from this process?**

**How could this process be improved?**