#### PEER OBSERVATION OF TEACHING EFFECTIVENESS

Professor’s Name and Rank (observed):

Date:

Title/Name of Observer:

Course No. & Title:

Number of Students Present:

Type of Class: Lecture Lab Activity

Was the professor aware of your visit in advance? Yes No

# **PART A: TO BE COMPLETED BEFORE CLASS VISIT**

*Please review the course syllabus and lesson plan before visiting the class!*

*Leave blank any items that are not observed.*

|  |  |
| --- | --- |
| **1. Course design:** | **Comments/Suggestions:** |
| 1a. Appropriate course content (ex. consistent with mission and outcomes). |  |
| 1b. Clear goals. |  |
| 1c. Clear and measurable learning objectives. |  |
| 1d. Well-planned activities (ex. in-class problems, projects) tied to the learning objectives. |  |
| 1e. Appropriate methods to evaluate student learning throughout the course (ex. exams, reports tied to the learning objectives). |  |
| 1f. Provides current developments and cultural context (ex. content updates, new instructional materials & methods, use of technology). |  |
| 1g. High expectations (ex. clearly stated high standards of quality, no late assignments accepted, coming to class on time, rigorous & structured grading as stated in syllabus). |  |

### PART B: TO BE COMPLETED DURING CLASS VISIT

*Please arrive early and stay for the entire class period!*

*Leave blank any items that you cannot evaluate or simply make suggestions.*

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| **2. Evidence of Student Learning in Class** | **Comments/Suggestions:** |
| During Lecture/Laboratory The Students: |  |
| 2a. Are attentive (ex. they are facing the board, taking notes, participating in class activities, not sleeping/daydreaming, not reading newspapers, not doing homework).   |  |
| 2b. Ask questions. |  |
| 2c. Answer questions. |  |
| 2d. Solve Problems. |  |
| 2e. Present material. |  |
| 2f. Summarize key ideas. |  |
| 2g. Tackle open-ended problems. |  |
| **3. In –Class Teaching Style & Methods** | **Comments/Suggestions:** |
| **The Professor:** |  |
| 3a. Knows the subject/feels comfortable w. the material. |  |
| 3b. Is enthusiastic about the subject matter. |  |
| 3c. Demonstrates and communicates high expectations (ex. starting and finishing class on time, coming to class prepared, using time efficiently). |  |

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| 3d. Creates a comfortable learning environment (ex. shows respect for students, has good rapport w. students, knows student names, listens carefully to students’ comments/questions & answers, responds constructively, treats all students in a courteous and equitable manner). |  |
| 3e. Presents clear and well-organized lectures (ex. clear learning objectives, review of previous material, coherent & logical sequence of presentation, summary of key ideas). |  |
| 3f. Communicates clearly (ex. speaking, writing, visuals, explanations, answering questions, physical models, technology, etc.). |  |
| 3g. Interacts w. students (ex. questions students, provides appropriate and prompt feedback). |  |
| 3h. Expects students to prepare before they come to class. |  |
| 3i. Encourages student participation (ex. small group problem-solving, students present material/summarize ideas, use of Blackboard, etc.). |  |
| 3j. Provides constructive and prompt feedback on assignments. |  |
| 3k. Teaches students how to think/approach problems (ex. through examples, presenting different ways to solve a problem, coaching students when they solve problems in class by integrating other areas of knowledge). |  |
| 3l. Addresses infuses cultural aspects into the course. |  |
| 3m. Assesses student learning throughout the class period. |  |
| 3n. Adapts teaching to in-class assessment. |  |
| 3o. Adapts level of instruction to course content and students. |  |

## PART C: TO BE COMPLETED AFTER CLASS VISIT

### Summary of Peer Observation of Teaching Effectiveness

**Areas of Strength**

**Suggestions for Improvement**

**Signatures: Date:**

### Observer

Faculty My signature indicates I have read this document.

**Faculty member’s comments regarding the observation included below.**