

## Peer Observation of Teaching

Instructor reviewed:	Reviewer:
Course number: CSD 704	Class size:
Student academic level (UG, MS, AuD, PhD):	
Undergraduate or graduate?	Required or elective
Date of Observation:	

## Step 1: Two weeks before the classroom visit

The instructor being reviewed should provide the reviewer(s) with:

- A course syllabus containing course objectives, content, and organization.
- The specific learning objectives and planned learning activities for the class being observed.

## Step 2: Email correspondence or meeting before the classroom visit

- Get an overview of the course. Is this a new course, a first time for the instructor, a major overhaul?
- Learn about the instructor's approach and what they plan for the day of the visit.
- Learn about the instructor's past experiences and development. Has the instructor taken workshops or followed-up on suggestions from previous peer reviews?

## Step 3: Classroom visit

- Rate and comment on each of the areas on the following pages.

## Step 4: Post-visit debrief

- Within two weeks of the visit, discuss observations and suggestions with instructor, prior to submitting the report.

## Step 5: Report and summary

- In addition to comments that include examples under each section, write a summary paragraph at the end. The summary should include what was learned in the pre-class interview and post-class debrief. Where appropriate, reviewers can comment on other aspects of the course such as assigned work, materials, and feedback from students.
- Submit copies to CSD department Chair, Department administrator and instructor.

**I. ESTABLISHING A POSITIVE LEARNING ENVIRONMENT**

- Environment and climate are conducive to learning
- Positive rapport with learners is maintained
- Respect is shown for learners
- Sensitivity to diversity is demonstrated

**Effectiveness Rating I (circle one):**    **Emerging**            **Evident**            **Exemplary**

**Provide examples to justify rating:**

**II. ORGANIZING AND MANAGING THE SESSION**

**Effectiveness Rating II (circle one):**    **Emerging**            **Evident**            **Exemplary**

**Provide examples to justify rating:**

### **III. PRESENTING MATERIAL**

- Clarity of presentation
- Examples are clear
- Written information is organized and easy to follow
- Effectiveness of teaching materials (Slides, Whiteboard, Video Clips)

**Effectiveness Rating III (circle one):**   **Emerging**      **Evident**      **Exemplary**

**Provide examples to justify rating:**

### **IV. CONVEYING CONTENT**

- Material is related to learner's backgrounds/experiences
- Learners' need to know the material is made clear
- Content is logically organized
- Content is linked to previous and future material
- New terms, concepts, principles, etc. are defined
- Teaching strategies are appropriate to learners and session goals
- Teaching strategies reflect different learning styles
- Examples relate to learners' experiences and knowledge
- Distinctions are made between factual material and opinions
- Divergent viewpoints are presented if relevant to course content
- Citations are provided when appropriate
- Personal knowledge limits are acknowledged when relevant
- Relationships between ideas are developed
- Relationships between theory and practice are developed
- Amount of material is appropriate to session time
- Material is up to date
- Learners are directed to additional resources, as useful
- Most important ideas are periodically summarized

**Effectiveness Rating IV (circle one):**   **Emerging**      **Evident**      **Exemplary**

**Provide examples to justify rating:**

### **V. PROMOTING LEARNING**

- Learning expectations are clear and challenging
- Learners' active participation is encouraged via selection of pedagogical strategies

- Learners' asking questions and voicing uncertainties is encouraged
- Critique of material by learners is encouraged
- Learners' interaction with one another, as well as with faculty, is encouraged
- Learners' comments and questions are actively listened to
- Questioning is used to probe thinking and reasoning
- Cues and rephrasing are used to help learners grasp material
- Learners are given appropriate time to organize thoughts
- Periodic check-ins are made with learners to track their understanding
- Learning strategies are adjusted if they are not working
- Learner feedback regarding knowledge gained is solicited
- Learner feedback regarding teaching is solicited

**Effectiveness Rating V (circle one):**   **Emerging**      **Evident**      **Exemplary**

**Provide examples to justify rating:**

#### **SUMMARY OF TEACHING EFFECTIVENESS**

**Overall Effectiveness Rating (circle one):**   **Emerging**      **Evident**      **Exemplary**

***Summarize instructor's demonstrated abilities by synthesizing information learned before, during, and after the classroom observation.***