Peer Observation of Teaching

<table>
<thead>
<tr>
<th>Instructor reviewed:</th>
<th>Reviewer:</th>
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</thead>
<tbody>
<tr>
<td>Course number: CSD 704</td>
<td>Class size:</td>
</tr>
<tr>
<td>Student academic level (UG, MS, AuD, PhD):</td>
<td></td>
</tr>
<tr>
<td>Undergraduate or graduate?</td>
<td>Required or elective</td>
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<tr>
<td>Date of Observation:</td>
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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

October 2020: CSD adapted this form from one developed by SPHR at GWU
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.*