Peer Observation of Teaching

According to the schedule specified in the NC State policy on Evaluation of Teaching ([REG 05.20.10)](https://policies.ncsu.edu/regulation/reg-05-20-10/) the Department Head or appropriate Program Coordinator will arrange for a peer observation of an instructor’s teaching performance.

The goal of the peer teaching observation is the formative assessment of teaching. Accordingly, a specific outcome of the observation should be a conversation between the instructor and the peer observer about what is effective about the instruction observed and what practices could be modified and improved upon.

The process of scheduling and completing the peer observation must include the following:

* **Review learning materials** including the syllabus, and potentially the course space (when used), as well as any lecture/discussion notes and, handouts used on the day of the observation. If the peer observer is outside of the instructor’s field of expertise, a pre-observation discussion is recommended for reaching a common understanding of the class aim and instructional approach.
* **Scheduled observation** during which the observer visits a face-to-face class and/or visits the online space where instruction occurs.
* **Complete peer review** **instrument** including the scaled items and summary comments for each section.
* **Draft recommendations** focusing on describing the overall assessment and recommendations.
* **Post-observation discussion** between instructor and peer observer to review the class session observed and then the observer’s ratings, comments, and recommendations. If necessary, the observer should revise the summary comments and/or scaled items prior to finalizing the report for signatures.
* **Sign and submit observation** **report.** One copy goes to the instructor and the other copy goes to the Department Head or appropriate Program Coordinator to be included as a part of the instructor’s regular personnel review.
* (Optional) **Instructor response** from the instructor to be included as an addendum to the finished observation report.

Scope of the peer observation will be limited to course design, syllabus, paper/assignment design, as well as the instructional strategies and materials, engagement with students, organization and use of class time on the day of the observation.

Peer Observation Instrument

**Instructor**:

**Course**:

**Format of Delivery**: (e.g., face-to-face, online, hybrid)

**Observer**:

**Date of Pre-Observation Meeting** (if held):

**Date of Observation:**

**Date of Post-Observation Meeting**:

## Course Design and Syllabus

Based on a review of the learning materials and syllabus, evaluate each criterion as indicated and provide summary comments (required)

**Learning Outcomes**

The syllabus states appropriate student learning outcomes.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

**Assignments**

The assignments/tests/papers, as described on the syllabus or course site, are appropriate to the course outcomes.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

**Expectations and Grading**

The syllabus explains how grades are determined, including the expectations for quality and timeliness.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

**Schedule and Pacing**

The amount and pacing of content (i.e., type, amount) is appropriate to the course level.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

### Summary comments

100 (min) – 150 (max) words

## Description of Class Session

150 (min) – 200 (max) words

[*session topic, objectives, …* ]

## Class Engagement

Based on your observation of the class session, evaluate each criterion as indicated and provide summary comments (required)

**Methods and Materials**

The teaching methods and materials are appropriate for the course topic and delivery format (e.g., online, hybrid, face-to-face).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

**Instructor Engagement**

The instructor engages with students in a professional manner.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

**Student Engagement**

Students are provided ample opportunities to demonstrate their knowledge.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

### Summary comments

100 (min) – 150 (max) words

## Instructor Organization and Use of Class Time

Based on your observation of the class session, evaluate each criterion as indicated and provide summary comments (required)

**Command of Material**

The instructor demonstrates appropriate familiarity with the course content.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

**Use of Class Time**

The instructor plans for and uses the class session effectively.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

**Course Focus**

The instructor identifies a purpose and focus for the class session.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

**Instructional Presentation**

The instructor presents course materials in an organized manner that emphasizes key points.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

**Accessibility**

The instructor of an online or hybrid class anticipates and addresses potential issues with access to content (e.g., transcripts of videos, audio as well as text files, etc.).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

### Summary comments

100 (min) – 150 (max) words

## Papers/Assignments/Tests

Collect a sample of papers/assignments across the range of grades given (~5-10). Based on a review of those papers/assignments and the instructor’s comments on them, evaluate each criterion as indicated and provide summary comments (required)

**Design**

Papers/Assignments/Tests allow for demonstration of content or skills acquired in class.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

**Comments and Feedback**

Feedback (e.g., comments) is helpful and consistent with the course objectives/outcomes.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Satisfactory |  | Unsatisfactory |  | Cannot Determine |  | Not Applicable |

### Summary comments

100 (min) – 150 (max) words

## Overall Assessment (required)

150 (min) – 200 (max) words

**SIGNATURES**

Reviewer: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Instructor Response (optional)