Questions to Consider - Peer Observation/Review of Teaching

These questions are ones to consider if your institution is exploring an institution-wide process for peer review/observation. Context should be considered first but others (Peer Observation /Review of Teaching Process Development, Campus Buy-In and Input, Responsibility of Peer Observation Process) can be considered together. Before tackling this initiative it is imperative that you have a champion and collect other champions in all corners of the institution (administrators, faculty, and students). If you are starting at the department level the questions listed under "Responsibility of Peer Observation/Review Process" are a good starting point. Aspects of the process to be considered at the granular level can be found here. For a more general overview of a peer observation/review process, you can find one here.

Context

Who currently uses peer observation/review on campus?
- What are the current goals of peer observation/review?
- What is the process?
- Is peer observation/review voluntary or required?
- What is the feedback about the current process from those using it?
- Are peer observations/reviews summative, formative, or both?
- Are peer observers/reviewers trained? If so, how?
- How are peer observers/reviewers chosen?
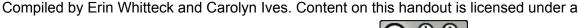- Is emphasis on the observers'/reviewers' reports, faculty observees'/reviewees' reflections, or both?

Questions to Consider - Peer Observation/Review of Teaching

Peer Observation/Review of Teaching Process Development

- Who will work on the process [faculty (what rank?), administrators, Center for Teaching and Learning staff, students, graduate students]?
  - How will the group be chosen?
  - How often will the group meet? Will there be sub-groups for specific topics?
- How will the work of the group be transparent to the large campus community?
- What are the goals of the process?
  - Will the process be prescriptive or flexible?
  - Will it be summative, formative, or have components of both?
  - Will the processes for online, hybrid, and face-to-face courses be the same or different?

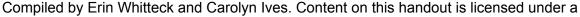# Questions to Consider - Peer Observation/Review of Teaching

Campus Buy-In and Input

- How will the group working on a peer observation/review process garner campus buy-in and input?
- How will the process be implemented?
  - Will there be a pilot? If so, how will the results be communicated?

Questions to Consider - Peer Observation/Review of Teaching

Responsibility of Peer Observation/Review Process

- What is the institutional capacity for the process? Who is/are the champion(s) (faculty, Provost's office, Assessment Office, Teaching and Learning Centre)?
- Where will the process be housed?
  - Will each department maintain its own process, or will it be centrally located?
- Who provides faculty (observer/reviewer and observee/reviewee) training for the process?
- Is there a pool of trained observers/reviewers, or will each department pair faculty? Will peer observers/reviewers be from within a department, or will faculty look outside their departments, or will there be a mix of internal and external?
- Where will the documentation reside and the records be kept?
- How will feedback be given on the peer observation/review process and implemented in future iterations?

Questions to Consider - Peer Observation/Review of Teaching

Selected Recommended Resources

Aman, R. (2009). Improving student satisfaction and retention with online instruction through systematic faculty peer review of courses. Dissertation for Oregon State University.

Bandy, J. (n.d.) Peer review of teaching. Center for Teaching, Vanderbilt University. Retrieved from
https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/

Brent, R., & Felder, R.M. (2004). A protocol for peer review of teaching. Proceedings of the 2004 American Society for Engineering Education Annual Conference & Exposition.

Chism, N.V. (2007). Peer review of teaching: A sourcebook. 2nd ed. San Francisco, CA: Jossey-Bass.

Fletcher, J. (2017). Peer observation of teaching: A practical tool in higher education. Journal of Faculty Development, 32(1). DOI: 10.13140/RG.2.2.19455.82084.

Golparian, S., Chan, J., & Cassidy, A. (2015). Peer review of teaching: Sharing best practices. Collected Essays on Learning and Teaching, 8, 211-218.

Hyland, K. M., Dhaliwal, G., Goldberg, A. N., Chen, L. M., Land, K., & Wamsley, M. (2018). Peer review of teaching: Insights from a 10-year experience. Medical Science Educator, 28(4), 675-681.

Keig, L. (2000). Formative peer review of teaching: Attitudes of faculty at liberal arts colleges toward colleague assessment. Journal of Personnel Evaluation in Education, 14(1), 67-87.

University of Saint Katherine. (n.d.) Faculty observation and evaluation of classroom teaching.

Teaching Effectiveness Observation Form

Instructor Name_____   **Observation Date**_____

Department_____   **Initial year of employment**_____

Course observed_____   **Observer Name**_____

Definition of Teaching Effectiveness at the University of Missouri – St. Louis

Effective teaching at the University of Missouri-St. Louis creates a student-focused learning environment valuing a diverse community that is inclusive and equitable. Effective teaching relies on relevant, organized, inspired, and engaged instruction and promotes critical and creative thinking.

Effective educators use disciplinary, interdisciplinary or professional experience to design research-informed, carefully constructed courses. Effective educators tailor teaching strategies and assessments, use appropriate technology, and ensure timely, constructive feedback to support student learning and achievement. Their high educational standards foster lifelong, self-directed learning.

Sustained teaching effectiveness requires refinement through analysis, constructive and continuous feedback, reflection, and professional development. Effective teaching is strengthened by institutional resources, programs, and collegial support and is documented and assessed by outcomes as established by departments and instructors incorporating feedback from students, peers, and self-reflection.

Observation Form: To be filled out by the observer and used to guide the post-observation conversation. For Part II only complete the sections relevant to the instructor's goal(s).

Part I   Instructor Goals

Context	What was observed in this observation? Check all that apply. ☐ Canvas site ☐ Lab, clinical, or studio class ☐ Specific online activities, such as discussion forum, worksheet(s), recorded videos, etc. ☐ Face-to-face class ☐ Synchronous online class ☐ Assignment(s) ☐ Other:_____
	Artifacts: What other artifacts were included in the observation (syllabus, assignment, rubric, class outline etc.)?
Goals	**Observation Goal:** What was/were the instructor's goal(s) for the observation?
	Strategies/Methods: What strategies did you observe the instructor take to achieve their goal(s)?
Part II	**Guiding Questions**
Observations	**Disciplinary Knowledge:** Does the instructor have clear command of the subject and/or discipline?
	Inclusive Practices: Does the instructor create an inclusive environment (online or face-to-face) that values different perspectives?

Course Organization: Are the course materials organized in a logical fashion that are appropriate for the learning outcomes?

Engagement: How did the instructor engage students in the course content pertinent to this observation? What course elements or activities seemed to be most engaging to students?

Other Observations: Comment on any other observations that address the instructor's goal(s) for the observation.

Teaching Effectiveness Pre-Observation Form Instructor Name_____ Observation Date_____

Department_____ **Initial year of employment**_____

Course observed_____ **Observer Name**_____

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Instructor Goals for Observation (Parts I and II to be filled out by the instructor and sent to observer before observation, Part III to be agreed upon by instructor and observer)

Part I	Instructor Goals
Context	**Background:** What should the observer know about the context of the course?
Goals	**Observation Goal:** What do you want to learn from this observation?
	Strategies/Methods: What strategies/methods will you use to achieve your goals? (see handout)

Part II Supplementary Materials	
Supporting Documents	In order to provide feedback to you on your observation goal(s), what would be best for the observer to observe? (Check all that apply) Where applicable provide specific links ☐ Canvas site ☐ Lab, clinical, or studio class ☐ Specific online activities, such as discussion forum, worksheet(s), recorded videos, etc. ☐ Face-to-face class ☐ Synchronous online class ☐ Assignment(s) ☐ Other:_____
	Artifacts: Please attach or provide specific links to any relevant documents below (syllabus, assignment, rubric, class outline etc.).
Part III Logistics	
Meeting Details	**Observation:** Date: Time: Location: Link (if virtual):
	Post-observation meeting: Date: Time: Location: Link (if virtual):

Reviewee Reflection and Action Plan

Course or Professional Activity Being Reviewed:	
Reviewee:	
Reviewer:	
Date:	

My three main takeaways from the review are the following:

1.	
2.	
3.	

The concrete actions I intend to take as a result of this feedback are as follows:

What would evidence of an ideal result from these actions look like?

Guidelines for Classroom Visits by

Colleagues, Chairs, Associate Deans and Deans

1. The observer arranges with the Instructor to attend a class session appropriate for the observation of the Instructor's skills as a University teacher. Normally the class session will be 50 minutes in length.

2. The observer should plan to be in attendance before the class begins and remain until the class is over. For classes of two hours or more, the observer should arrange with the instructor to wrap up the first part of the class and take a short break after the first 50 minutes of class so the observer may leave.

3. It is recommended, but not mandatory for the observer and instructor to meet prior to the class. This meeting may be used by the instructor to explain his/her objectives for the class session to be observed. If the instructor plans to take an approach in the class that is experimental or unconventional the prior meeting provides an opportunity for the instructor to explain what s/he is attempting to achieve in the class.

4. It is recommended the instructor provide the observer with copies of instructional or other relevant material to orient the observer to the class.

5. The observer may use the reverse side of this sheet or another sheet to take accurate notes on the instructor's demonstrated teaching abilities in the class session.

6. If the observer doesn't have an opportunity to review his/her observations with the instructor after the class ends, a timely meeting for this purpose should be scheduled.

7. Reminder: an important principle of effective classroom observation emphasizes the value of feedback not only on what you observe, but also on what the instructor might have done to improve the learning experience for students.

8. For observation in laboratories the observer should be in attendance for the laboratory introductory lecture (usually 10-15 minutes), and should remain for a further 10-15 minutes to observe the interaction of the lab demonstrator with the students.

Signed:_____

Instructor: Evaluator:

INTRODUCTORY ACTIVITIES	
Instructional Skill	**Comments**
How does the instructor meet the class?	
Outline/Objectives/overview for session given? Tie in with previous session?	
Instructor conscious of physical stings/problems?	

PRESENTATION	
Does there appear to be a plan for the class? Instructor well prepared?	
Is the instructor organized and logical in the presentation?	
Are complex ideas explained clearly?	
Are key concepts/important point emphasized?	
Speaking skills/eye contact/mannerisms.	
Variety of techniques/aids.	
Use of blackboard/whiteboard/projector.	
Use of questions or feedback techniques.	
Response to students' questions.	
Pace of presentation.	
Use of examples.	
Confidents/enthusiasm of Instructor	
Participation – students active or passive? Attentive?	
Control of class/general atmosphere.	
Other comments.	
Suggestions for development.	

WRAP UP	
Instructional skill	**Comments**
Instructor's expectations/student responsibilities clear?	
Session drawn together/summarized usefully?	
Time for questions?	
Transition to next session?	

Signed:_____

Name:

Date: Course:

1. Personal Traits	Outstanding	Above Average	Average	Below Average	Unsatisfactory
a. Confidence/enthusiasm	5	4	3	2	1
b. Voice (audible, tone, pace)	5	4	3	2	1
c. Speaking skills, eye contact, and mannerisms	5	4	3	2	1
Documentation/Comments					

2. General Professional Traits	Outstanding	Above Average	Average	Below Average	Unsatisfactory
a. Way in which instructor meets/greets the class	5	4	3	2	1
b. Demonstrates classroom leadership	5	4	3	2	1
c. Well-prepared and organized	5	4	3	2	1
d. Establishes & maintains a positive class atmosphere	5	4	3	2	1
e. Shows respect for students	5	4	3	2	1
f. Sufficient time left for questions	5	4	3	2	1
Documentation/Comments					

3. Planning	Outstanding	Above Average	Average	Below Average	Unsatisfactory
a. Is it clear that there is a plan for the class?	5	4	3	2	1
b. Selects appropriate learning objectives	5	4	3	2	1

c. Selects appropriate instructional techniques	5	4	3	2	1
d. Provides an engaging and inclusive learning environment	5	4	3	2	1
e. Appropriate use of examples	5	4	3	2	1
Documentation/Comments					

4. Instruction	Outstanding	Above Average	Average	Below Average	Unsatisfactory
a. Explains concepts well	5	4	3	2	1
b. Emphasizes key concepts and important points	5	4	3	2	1
c. Demonstrates knowledge of subject matter	5	4	3	2	1
d. States learning objectives	5	4	3	2	1
e. Ties objectives in with course content, assignments	5	4	3	2	1
f. Teaches to the objectives	5	4	3	2	1
g. Demonstrates efficient use of instructional time	5	4	3	2	1
h. Provides clear directions for classroom activities					
i Effectively draws together or summarizes the session	5	4	3	2	1
Documentation/Comments					

Other Observations/Comments

Suggestions for Development

Total:＿＿＿＿＿＿＿＿＿(out of a possible 110)

Evaluator Signature:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿