Peer Teaching and Observation Form

Faculty names:

Observer Faculty: ———————————————————— Dept: —————————

Observed Faculty: ———————————————————— Dept: —————————

What number was this observation: (circle one) 1 2 3 4 5 6

Date/Time of course observation: ————————————————

Course that was observed (prefix, number): ————————————

Type of class (lecture, seminar, lab, etc.): ————————————

Type of feedback requested: ——————————————

Number of students attending: ———————————

Date of pre-observation conference: ————————————

Date of post-observation conference: ————————————

Miscellaneous information: ——————————————————————————

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Please submit to Dr. Mary Martinasek. Records will be kept by Nicole Peters.

THE UNIVERSITY OF TAMPA
Center for Teaching and Learning

Peer Observation – Formative Approach

It is common knowledge that peer reviews of teaching benefit faculty – both the observer and the observed. It can be an important tool for change. The peer review process is a commitment to excellence in teaching. It provides an opportunity to ensure standards are met, for colleagues to collaborate and exchange ideas, and for the continuous improvement of teaching.

The purpose of the formative evaluation is to enhance teaching performance. It is best to do multiple observations with feedback over a year. The faculty member can begin with a set of expectations and goals/objectives and then measure success at subsequent observation/ feedback times.

The observation can be at same rank – e.g., associates with associates – but it is best to pair with an experienced person no matter the rank. You can select from in-field or out-of- field, in part depending upon the goals of your observation. Ideally, the observer needs to be trained on what to do, how to use forms, and how to give feedback.

In addition to peer reviews, faculty are encouraged to engage in ongoing professional teaching development and to attend UT-TED talk presentations and teaching workshops.

Focus and structure are required for meaningful formative observations. Any form of observation may be utilized for formative evaluation purposes. Observation instruments (forms) may be used, but are not required for a formative observation. Documentation from formative observations are for the personal use of the instructor, but may be used in the teaching section of your merit review and/or T&P portfolio.

For each formative evaluation procedure:

1. Hold a pre-observation conference. At that time, the person being observed should share the learning objectives and lesson plan, set the context, and identify things they would like the observer to pay particular attention to (things they want to improve on or would like suggestions for).

2. Complete the observation. Use any observation instrument or method for documentation (e.g. anecdotal records, running records, the instruments used for summative evaluation, videotaping, etc.) During the observation, the observer should be unobtrusive, and be able to see students and the faculty member. The observer can be introduced to the class.

3. Hold a post-observation conference. Feedback must be specific and timely to be valuable. Review all of the information and insights. Create an action plan to address areas of improvement. After the observation, continue discussion and engagement as a pair. Use reflection and analysis to make adjustments and improvements.

Proposed Teaching Workshops

Teaching workshops are scheduled to be provided to enhance teaching in other ways than direct observation of classroom instruction. They will offer the opportunity to discuss aspects of teaching that are of interest to faculty members. Attendance is recommended for untenured faculty members. Other than the orientation to the peer observation process, opportunities for teaching enhancement are provided by the Center for Teaching and Learning. You are free to select from various activities that fit your interests and needs. Make sure you track your attendance and report on your faculty annual merit review.

Observation Instrument: Direct Instruction/Lecture

Use: When the instructor lectures, presents information, or demonstrates skills to the class

Purpose: To assess the effectiveness of the presentation

Faculty Member: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Department: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Observer(s): ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Date: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Observation Number: (circle one) 1   2   3   4   5

Course: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Number of students: ⎯⎯⎯⎯⎯⎯⎯

Instructions: As you observe the lesson, determine which indicator best describes the feature on the instrument.

Enter one of the following indicators in each blank of the instrument:

√   is included in the lesson

N/A   is not applicable or not needed

*   a skill in development

Note: Every element does not have to be present for a lesson to be considered effective.

Introduction

⎯⎯ States purpose of instruction or instructional objectives

⎯⎯ States rationale for objectives and/or activities

⎯⎯ Reviews previously taught content or concepts

⎯⎯ Describes activities in which students will be involved and purpose of activities

⎯⎯ Gives overview or advance organizer

⎯⎯ Orients students to classwork/maintains academic focus

Other: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Comments:

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Instructional Segment

—— Content is well-structured and sequenced

—— New terms are defined/explained

—— Key concepts are emphasized (multiple examples, underlining, use of color, repetition, etc.)

—— Facts are distinguished from opinions where appropriate

—— Includes appropriate analogies or examples for new information or to make abstract concepts concrete

—— Visuals or handouts help to make content clear

—— Lengthy presentations are divided into recognizable segments or a change of activity

—— Clear transitions or mini-summaries conclude each segment

—— Checks for student understanding throughout the lesson and monitors student responses; Questioning should include single factual questions as well as questions that require analysis and reasoning.

—— Is encouraging and responsive to student questions and comments (Recognizes response/amplifies/gives corrective feedback)

—— Lesson pacing is appropriate for the content and the audience

Other: ——————————————————————————————

Comments:

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Application of Objectives

—— Gives opportunities for students to apply/practice new knowledge or understandings

—— Provides structure for how students are to respond (e.g. group work, participation, etc.)

—— Activities directly support instructional objectives

—— Follow-up discussion engages students in the key points or concepts related to the instructional objective.

Other: ——————————————————————————————

Comments:

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Conclusion

Note: Conclusion may/should be included before the break in a three-hour class session.

⎯ Concludes with summary or integration of the presentation

⎯ Invites student questions or comments

⎯ Follows up the presentation by making a transition into a recitation, a follow-up assignment, or other activity that will allow students to practice the material

⎯ Assesses the lesson objective(s)

Other: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Comments:

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Additional Effective Teacher Behaviors

⎯ Begins instruction promptly; students immediately engaged in academic work.

⎯ Is well-prepared and organized; handles materials in an orderly fashion; speaks fluently without hesitation or confusion

⎯ Projects enthusiasm for the material

⎯ Maintains eye contact with the students

⎯ Speaks at an appropriate pace (neither too fast to too slow

⎯ Speaks with appropriate voice modulation (rather than in a monotone)

⎯ Uses appropriate expressions, movements, and gestures

⎯ Relates material to the students' world.

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Overall Additional Comments:

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Observation Instrument: Discussion

Use: When the intention is for the instructor to facilitate a discussion about a topic.

Purpose: To assess the effectiveness of discussion as an instructional strategy.

Faculty Member: ———————————————

Department: ————————————————

Observer(s): —————————————————————

Date: ———————————————

Observation Number: (circle one) 1   2   3   4   5

Course: —————————————————

Number of students: ———————————

Instructions: As you observe the lesson, determine which indicator best describes the feature on the instrument.

Enter one of the following indicators in each blank of the instrument:

     √   is included in the lesson

     N/A   is not applicable or not needed

     *   a skill in development

Note: Every element does not have to be present for a lesson to be considered effective.

Introduction

—— States purpose of discussion or instructional objectives

—— States rationale for objectives and/or activities

—— Reviews previously taught content or concepts related to discussion/background information

—— Sets parameters for discussion/ Establishes procedures

—— Gives overview or advance organizer

—— Identifies problem, issue, or topic

—— Orients students to classwork/maintains academic focus

Other: ——————————————————————————————

Comments:

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Instructional Segment

—— Discussion is well-structured and sequenced

—— New terms and concepts related to problem or issue are defined/explained

—— Key concepts are emphasized (both with regard to the topic and points made by students during the discussion)

—— Facts are distinguished from opinions where appropriate

—— Includes appropriate analogies or examples for new information or to make abstract concepts concrete

—— Visuals or handouts help to make content clear

—— Lengthy discussions are divided into recognizable segments or a change of activity

—— Clear transitions or mini-summaries conclude each segment/topic

—— Checks for student understanding throughout the discussion and monitors and probes student responses (questioning should require analysis and reasoning); Asks students to support their comments/opinions and explain reasoning

—— Uses nonquestioning techniques, such as various statement forms, to add to discussion

—— Is encouraging and responsive to student questions and comments

—— Ensures sufficient coverage of problem/topic/issue that is being investigated

—— Pacing is appropriate for the content and the audience

Other: ————————————————————————————————————

Comments:

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Application of Objectives

—— Gives opportunities for students to apply/practice new knowledge or understandings

—— Provides structure for how students are to respond

—— Discussion directly support instructional objectives

Other: ————————————————————————————————————

Comments:

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Conclusion

Note: Conclusion may/should be included before the break in a three-hour class session.

____ Concludes with summary in the form of consensus, solutions, insights achieved to topic covered, issue expanded, or problem investigated.

____ Invites student questions or comments

____ Applies discussion outcomes to other situations

____ Follows up the presentation by making a transition into a recitation, a follow-up assignment, or other activity that will allow students to apply what was learned.

____ Assesses the lesson objective(s)

Other: _____

Comments:

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Additional Effective Teacher Behaviors

____ Begins instruction promptly; students immediately engaged in academic work.

____ Is well-prepared and organized; handles materials in an orderly fashion; speaks fluently without hesitation or confusion

____ Projects enthusiasm for the material

____ Maintains eye contact with the students

____ Speaks at an appropriate pace (neither too fast to too slow)

____ Speaks with appropriate voice modulation (rather than in a monotone)

____ Uses appropriate expressions, movements, and gestures

____ Relates material to the students' world.

Comments:

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Overall Additional Comments:

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Teaching Enhancement Plan (TEP) Recommended in Years 2, 3 and 4

Faculty Member: _____

Mentor: _____

Initial Review by Mentor: _____

Mid -Point Review by Mentor: _____

Guidelines for preparing the TEP in the Peer Observation Formative Evaluation Procedures:

1. Teaching Goal from Previous Annual Report to be addressed:

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2. Identify an Instructional Topic/Focus/Question:

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3. Rationale:

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4. TEP Steps with Academic Year Timeline:

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5. Reflection of Outcomes/Implications for Practice of the TEP:

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6. New Teaching Goal to be included in Annual Report:

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