

**Department of
Public Policy & Administration**

Peer Evaluation of Classroom Teaching Process

The peer teaching evaluation is intended to be not just an evaluative process but also an opportunity to receive constructive feedback to improve teaching effectiveness. This process intended to provide both formative and summative evaluations of faculty member's teaching effectiveness.

Process:

I. Pre-Visit Preparatory Meeting

The Peer evaluator and faculty member meet prior to the scheduled peer evaluation in order to:

- Review course syllabus for course objectives, teaching, and assessment methods.
- Discuss the types of learners in class.
- Discuss methods of instruction selected for class, and class format.
- Discuss how feedback is provided to students.
- Discuss areas of focus for the evaluation.
- Go over peer evaluation forms to be used during class observation.
- Other areas, as requested by the faculty member being evaluated.

II. Peer Evaluation Visit

A peer evaluation form should be completed as part of the class observation (a sample one can be found at the end of this document). Upon completion of the visit, the faculty member being evaluated should do a self-appraisal that can be used as part of a post evaluation meeting (a sample of a self-appraisal is provided at the end of this document).

III. Post Evaluation Meeting

The Peer evaluator and faculty member should meet following the class visit to go over the peer evaluation. Following the review and discussion, the peer evaluator and the faculty member should jointly develop a summary. This summary may include strategies for improvement as appropriate.

**Public Policy & Administration
Pre-Observation Form**

Name: _____

Planned Observation Date and Time: _____

Course Number and Title: _____

Notes for Pre-Observation Meeting (to be completed by faculty member):

Class topic: _____

Goal (s) for the session: What will the students be able to do/know by the end of the class session?

1. _____

2. _____

Teaching strategies: What strategies/methods will you use to help the learners to reach the session objectives?

1. _____

2. _____

Assessment tool(s)/Techniques: How will the students show that they know and can do what you expected of them?

1. _____

2. _____

Instructor Focus: Are there changes you have made or strategies you have employed that are informed by previous student evaluations and/or peer observations that you would like the observer to be aware of? If so, please be explicit about those modifications and try to provide an example(s) of how it will be implemented in the classroom during your observation.

1. _____

2. _____

Evaluator: _____

Role (circle one):

DEPARTMENT CHAIR

EVALUATION COMMITTEE

Evaluator Comments/Reflections on Instructor Notes:

Pre-Observation Meeting:

Date: _____

Time: _____

Location: _____

Department of Public Policy & Administration
Classroom Self Appraisal Form

Instructor: _____ Class: _____

Observer: _____ Date: _____

1. Course Content

- Did I demonstrate command of subject matter?
- Did my content reflect current research/knowledge of discipline?
- Was the purpose of my session evident?
- Was my content consistent with the course syllabus?

Successful elements

Elements to refine

2. Teaching Methods

- Were my transitions between ideas smooth?
- Did I give relevant examples and use them to clarify concepts?
- Was my presentation organized?
- Did I use supplemental materials/visual aids/technology effectively?
- Did I notice and adapt to student feedback accordingly?
- Given the type and size of class, were the methods I selected appropriate?
- Did I integrate an assessment tool/strategy into the lesson?

Successful elements

Elements to refine

3. Learning Environment

- Was my classroom atmosphere participatory?
- Did my students seem engaged with the topic?
- Did I encourage questions and check - in with students?
- Was I attentive to cues of boredom or confusion?
- Did I provide a session that was thought provoking and stimulating?
- Did I provide an environment conducive to critical thinking and student-centered learning?

Successful elements

Elements to refine

General Comments

Recommendations for Improvement

Department of Public Policy & Administration

Summary of Peer Evaluation of Teaching

Instructor: _____ Class: _____

Observer: _____

Post Evaluation Meeting Date: _____

Goal (s) for the session: Was it clearly communicated to the students what they were supposed to do/know by the end of the class session? Did the instructor successfully arrange the class in such a way as to achieve the goals they set out for the course?

- 1. _____

- 2. _____

Teaching strategies: Did the instructor successfully implement the strategies/methods the intended to use to help the learners to reach the session objectives?

- 1. _____

- 2. _____

Assessment tool(s): Did the instructor implement the assessment tools they intended to use to evaluate what the students should be able to do/know by the end of the session?

- 1. _____

- 2. _____

Instructor Focus: If changes were made or strategies employed that were informed by previous student evaluations and/or peer observations, how well did the instructor implement them and based on the observation did they appear to address the area of focus or concern previously noted?

1. _____

2. _____

Evaluation of Specific Elements

1. Course Content

- Did instructor demonstrate command of subject matter?
- Did instructor's content reflect current research/knowledge of discipline?
- Was the purpose of the instructor's session evident?
- Was the instructor's content consistent with the course syllabus?

2. Teaching Methods

- Were the instructor's transitions between ideas smooth?
- Did the instructor give relevant examples and use them to clarify concepts?
- Was the instructor's presentation organized?
- Did the instructor use supplemental materials/visual aids/technology effectively?
- Did the instructor notice and adapt to student feedback accordingly?
- Given the type and size of class, were the methods the instructor selected appropriate?
- Did the instructor integrate an assessment tool/strategy into the lesson?

3. Learning Environment

- Was the instructor's classroom atmosphere participatory?
- Did the instructor's students seem engaged with the topic?
- Did the instructor encourage questions and check - in with students?
- Was the instructor attentive to cues of boredom or confusion?
- Did the instructor provide a session that was thought provoking and stimulating?
- Did the instructor provide an environment conducive to critical thinking and student-centered learning?

Successful Elements

Content Mastery

Teaching Methods

Learning Environment

Elements to Refine

Content Mastery

Teaching Methods

Learning Environment

Recommendations for Improvement (if any)

Content Mastery

Teaching Methods

Learning Environment

General Comments

Overall Rating for this Peer Observation

_____ Does Not Meet Professional Standards.

This description should be reserved for rare cases where an individual is mismatched with their job or is simply incompetent.

_____ Improvement Needed.

This comment should be used frequently and without hesitation. It means simply that there appear to be aspects of the evaluatee's performance which could be improved. It should only rarely, and then in obvious cases, be considered pejorative. For example, beginning faculty or experienced persons taking on new course assignments, should frequently be expected to need improvement in their performance.

_____ Meets Professional Standards.

This designation will probably be used to describe a majority of the cases that are considered. It is specifically intended as a means of avoiding narrow "grading" of personnel. Qualitative differences should emerge from the narrative explanation section of the evaluation.

_____ Distinguished

This description should be used judiciously and reserved as a means of recognizing unequivocally superior performance.

Signed by:

Role (circle one):

DEPARTMENT CHAIR

EVALUATION COMMITTEE

Peer Evaluator

Date

_____ I have read this observation and accept it as a fair evaluation of the class observed.

_____ I have read this observation and accept it as a fair evaluation of the class observed with the reservations indicated below.

_____ I have read this observation but do not agree with it for the reason set forth below.

Faculty Member

Date

Observation of Dr.

Date:

Course:

Location & Time:

In accordance with the Philosophy Department's Constitution, Appendix A, Paragraph 4, evaluation of classroom performance pivots on four key elements. They will be the paragraph headings in this document.

- a) Briefly describe the objectives of the class visited (the plan for the class that day).

- b) Describe the method(s) of instruction used and the organization of the material presented to the class. (The observer will note if the instructor connects theoretical with applied knowledge.)

- c) Describe the form, extent, and quality of student participation in the class visited.

- d) What suggestions are offered to the instructor?

Observer—

Date

I have read and received a copy of this observation. My signature does not imply agreement or disagreement with its contents. I understand I have the option to attach a written response.

Instructor—

Date

Faculty Member:

Observer:

Course Title:

Course #:

Classroom:

Date:

Time:

OVERALL EVALUATION: CLASSROOM OBSERVATION

<i>AREA OF EVALUATION</i>	<i>N/A</i>	<i>Improvement needed</i>	<i>Meets standards</i>	<i>Exceeds Standards</i>
Organization & Preparation				
Presentation & Materials				
Enthusiasm				
Encourages Critical Thinking				
Use of Visual Aids & Technology				
Content/Command of Subject				
Poise and Confidence				
Clear Relevance of Content				
Inclusion of Current Research, etc.				
Appropriate Level				
Interaction & Rapport with Students				
Encourages Class Participation				
Open to different opinions				
Recognizes Student Difficulty				
Responsive to Student Questions, etc.				
Overall Teaching Skills				

Narrative/Comments/Suggestions

Date

I accept the above observation:

Date

I have read the observation and wish to append my statement:

Date

Distance Education Course Observation Form
Department of Public Policy and Administration

Distance Education Observation Guidelines:

For observation of online courses, faculty members have the right to select the course and the module that will be observed. Faculty and committee members will meet at a mutually convenient time and location where the faculty member will log into the selected course D2L page and guide the committee members to the module that will be observed.

Please note that the PPA Department does not require synchronous sessions or view them as the sole form of interaction in an online course. Discussion boards, announcements, email, and phone are also considered acceptable forms of interactions.

Instructor Being Observed:

Evaluator/observer:

Course:

Section:

Subject Matter:

Comments must be provided on any items checked "needs improvement" or "inadequate."

Knowledge & expertise of subject matter/mastery of content

- Excellent
- Good/above average
- Satisfying/average
- Needs improvement/below average
- Inadequate

Comments:

Organization/Course Set-Up (This includes clear presentation of D2L course website as well as clear presentation of assignments and expectations.)

Excellent
Good/above average
Satisfying/average
Needs improvement/below average
Inadequate

Comments:

Interaction (This may include emails, announcements, feedback on assignments, and discussion board activities. Synchronous sessions are not required, but may be included as a form of interaction)

Excellent
Good/above average
Satisfying/average
Needs improvement/below average
Inadequate

Comments:

Quality of course syllabi (This includes explanation of course objectives, learning goals, the distance learning statement, other necessary policy statements, and the method of grading explained clearly)

- Excellent
- Good/above average
- Satisfying/average
- Needs improvement/below average
- Inadequate

Comments:

Overall evaluation

- Excellent
- Good/above average
- Satisfying/average
- Needs improvement/below average
- Inadequate

Comments:

Signature of evaluator: _____

Date: _____

___ I have read this observation and accept it as a fair evaluation of the class observed.

___ I have read this observation and accept it as a fair evaluation of the class observed with the Reservations indicated below.

___ I have read this observation but do not agree with it for the reasons set forth below.

Signature of Instructor _____

Date: _____

Open-ended feedback¹:

¹ Please use this category to provide constructive feedback to the instructor and share effective teaching methods (e.g., what other teaching and learning techniques could be applied, suggestions to increase student response to questions, alternative ways of presenting and organizing subject matter, etc.)