**PPPM Peer Teaching Observation Guide – TLC Recommendation**

Peer Teaching Observation Scheduling

1. In accordance with the office of the Provost, the scheduling for Peer teaching evaluations is as follows:
	1. All pre-tenure TTF faculty are reviewed annually prior to promotion and tenure review.
	2. Each tenured faculty member at the rank of associate professor must have at least one peer review every other year until promotion to full professor.
	3. Each tenured faculty member at the rank of full professor must have at least one peer review every three years.
2. PPPM practice has also been that you are not due for an evaluation during years when you are up for promotion or tenure or during the year following promotion or tenure.
3. Peer evaluations are scheduled by the faculty being evaluated. Current practice is that the chair of the Teaching and Learning Committee (TLC) sends a reminder to individuals that are due an evaluation in the current school year at the beginning of each term. After an evaluation is scheduled, the chair of the TLC should be notified so that the peer evaluation database, which tracks peer evaluations over time, can be updated. Faculty should seek out variation in their peer evaluators; that is, different evaluators should be used across time.

Peer Teaching Observation Process

1. Obtain copies of the course syllabus and review it in advance to understand the context for the class that will be evaluated. Ask the instructor if they would like to share anything related to the class in advance of the observation.
2. Attend the class and make notes based on your observations, using the rubric below.
3. Meet with the instructor with the instructor following the class to discuss your observations. This is an excellent opportunity to share constructive feedback or ask constructive questions and allow the instructor to respond.
4. Prepare a written letter using the guidelines below. The written letter is not expected to precisely mimic the rubric below (i.e. the letter does not need to identify the precise number of “Nos” or “Yeses” in each category). Rather, the letter should describe the instructor’s performance as related to professional teaching, inclusive teaching, and research-led teaching.
5. Share a draft of the letter with the instructor and asking for comments.
6. Edit the draft as appropriate based on feedback from the instructor.
7. Send the final version of the letter to the instructor. If the instructor would like to add a rebuttal/comments at the bottom of the letter, they can do so at this stage.
8. Collect signatures and file the letter. (Note: The rubric itself is designed to help structure the evaluation process, but it should not be formally filed.) The letter should be filed with PPPM staff. An electronic copy with a signature should also be retained by the faculty being evaluated as a back-up in cases files are misplaced.

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| Date: |   | Has observer obtained course syllabus? |  |
| Instructor:  |   | Has observer obtained course learning objectives? |  |
| Observer: |  | Will/have reviewer and instructor meet after observation to discuss results? |  |
| Course:  |  | List any aspects of the physical classroom environment that might affect the class (hot/cold, noise, etc.) |  |
| Number of Students (approx.): |  |  |  |
| Classroom Layout: |  |  |  |
| List audio/visual media or materials used (e.g. PowerPoint, board, document camera, handouts, polling devices, etc.) |  |

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| **Practices** | **Yes/Mostly/****Partially/No/****Not Applicable** | **Observations and notes** |

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| **Professional Teaching** |
| Starts and ends class on time. |  |  |
| Has organized the material into an obvious, explicit, and logical framework. [1] |  |  |
| Provides students with learning objectives for the class session. [1] [2] |  |  |
| Gives lesson outline at the beginning of class, verbally and visually (e.g., on board, slide, handout). [1] |  |  |
| Employs audio and/or visual media (PowerPoint, writing on board/doc cam, handouts, videos) effective for learning (readable, not too much text, etc.) and uses media skillfully. [3] |  |  |
| Employs methods (activities, examples, audio-visual aids) broken down into steps to scaffold student learning. [2] |  |  |
| Is relaxed, in command of session, and willing to engage with students. [4] |  |  |
| Pauses to ask for student questions or clarifications. |  |  |
| Is aware of raised hands. |  |  |
| Checks or is aware when students are lost, hurried, etc. |  |  |
| Ensures that all in the classroom can hear questions and comments. |  |  |
| Provides adequate time for completion of in-class activities. |  |  |

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| **Inclusive teaching** |
| Uses student names or makes attempts to learn them. [4] |  |  |
| Seems interested in material and the students. |  |  |
| Uses respectful and inclusive language and works to ensure a respectful and open learning community. [3] |  |  |
| Has designed the class session to be accessible and welcoming to all (e.g. pictures show a variety of races, ethnicities, and genders; names used in problems are not ethnocentric). [3] [5] [6] |  |  |
| Encourages and facilitates dialogue, discussion, and student-student interaction for all students (e.g. helps people find partners, structures activities to promote equal participation). [3] [7] [8]  |  |  |
| Connects to students’ prior knowledge, lessons, assignments, and/or readings. [9] [10] |  |  |
| Explores and values connections with other disciplines and/or real-world phenomena (tangible examples when they exist). [11] |  |  |
| Draws upon student experience and/or current events. [9] [11] |  |  |
| Has chosen content to reflect a diversity of voices, where appropriate. [5] [6] |  |  |
| **Classroom community: the students…** |  |  |
| Arrive on time and remain until dismissed. |  |  |
| Are attentive and engaged. [12] [13] |  |  |

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| **Research-Informed Teaching** |
| Draws upon scholarly works, including current research/developments.[1] |  |  |
| Invites students into the subject matter, e.g. through storytelling [15]; compelling case studies [16]; explicit commentary about the skills, values, or formation of the discipline; etc. [3] |  |  |
| Shows command of the material. |  |  |
| Class session learning objectives aligned with overall course objectives*.* [1] [2] [17] [18] |  |  |
| Builds off student answers/comments whether correct or incorrect. |  |  |
| Incorporates low-stakes assessment (such as iClicker questions, one-minute papers, muddiest point, etc.) to help instructor and students gauge progress. [19] [20] [21] |  |  |
| Teaches the class at a level appropriate for most students. [2] [11] [22] |  |  |
| Incorporates small-group discussions or problem-solving sessions into the class period. [23] [24] [25] |  |  |
| Poses questions and allots time for students to discuss them. [19] |  |  |
| Asks a variety of types of questions (e.g., factual, application, critical).  |  |  |
| Finishes with a summary or closing activity. [1] |  |  |

**Overall Impressions**

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