

Peer Observation for Formative Assessment of Teaching in the College of Pharmacy

Faculty Member _____ Rank _____

Date of Observation _____ Course Observed _____

	<i>Not Applicable</i>	<i>Needs Improvement</i>	<i>Done Well</i>	<i>Truly Exemplary</i>
CONTENT				
1. Presented main ideas clearly	NA	NI	DW	TE
2. Provided variety of supporting information	NA	NI	DW	TE
3. Clearly addressed relevancy of main ideas	NA	NI	DW	TE
4. Required higher order thinking of students	NA	NI	DW	TE
5. Related ideas to students' prior knowledge	NA	NI	DW	TE
6. Provided definitions for new terms/concepts	NA	NI	DW	TE
ORGANIZATION				
7. Connected introduction to previous classes	NA	NI	DW	TE
8. Stated organization/objectives	NA	NI	DW	TE
9. Used clear, effective transitions with summaries	NA	NI	DW	TE
10. Had a clear and organized plan	NA	NI	DW	TE
11. Concluded by summarizing main ideas	NA	NI	DW	TE
12. Connected to future classes/courses/expectations	NA	NI	DW	TE
INTERACTION				
13. Questioned students at different learning levels	NA	NI	DW	TE
14. Provided sufficient wait time after asking questions	NA	NI	DW	TE
15. Encouraged student questions	NA	NI	DW	TE
16. Gave informative responses to student questions	NA	NI	DW	TE
17. Had a good rapport/engagement with students	NA	NI	DW	TE
VERBAL/NONVERBAL				
18. Was confident and enthusiastic	NA	NI	DW	TE
19. Used clear articulation and pronunciation	NA	NI	DW	TE
20. Avoided verbalized pauses (e.g. er, ah, um, etc.)	NA	NI	DW	TE
21. Spoke extemporaneously	NA	NI	DW	TE
22. Minimized any distracting accent/language	NA	NI	DW	TE
23. Projected voice to be easily heard	NA	NI	DW	TE
24. Used appropriate pace of delivery	NA	NI	DW	TE
25. Made adequate eye contact with students	NA	NI	DW	<u>TE</u>
USE OF MEDIA				
26. Used classroom technology proficiently	NA	NI	DW	TE
27. Made visual aids easy to read	NA	NI	DW	TE
28. Provided effective outline/handouts	NA	NI	DW	TE

OVERALL RATING

Overall, this instructor was *Unsatisfactory* *Satisfactory* *Very Good* *Excellent*

Modified 11/29//2014/PJD to address updated policy regarding reflection and Division Head approval.

NARRATIVE RESPONSES

STRENGTHS [e.g. apparent knowledge of curriculum preceding and following the presented material, positive feedback to students, opportunity provided for student questions, pharmacy-relevant examples]:

AREAS FOR IMPROVEMENT [e.g. inability to answer student questions, deficiencies in content knowledge, absence of examples/irrelevant examples, difficulties with student rapport, etc.]:

ADDITIONAL COMMENTS BEYOND THE LECTURE [e.g. correlation between exam questions and learning objectives, reflection on and incorporation of previous review and suggestions for improvement in teaching, etc.]:

OVERALL:

Approval of Peer Observer by Division Head: _____ Date: _____

Date of Conference _____ Observer Signature _____
Observer Name (Print) _____
Observer Title _____

Form based on E. Porter, D.K. Meyer & A.S. Hagen. *The Journal of Staff, Program, & Organization Development*, Vol. 12, No. 2, Fall 1994, pp. 104-105.

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POST-OBSERVATION REFLECTION:

A reflective summary is *a brief, written analysis by the instructor and possibly the peer observer of what was learned about teaching and student learning, what actions were taken as a result, how the peer observation process is working for them, and how the process might be adapted or changed*. The reflective summary can provide valuable feedback that can be used in subsequent peer observations, in developing the faculty member's longitudinal statement about development as a teacher, and to adjust the peer review of teaching system to meet faculty's needs [Importantly, it is an opportunity to turn experience into learning. The following are only suggested questions. The faculty member reviewed is free to provide the reflective narrative as they see fit.¹

1. What insights have you gained about your teaching? About student learning in your class?
2. What questions about teaching and learning have emerged from this process?
3. What changes would make the College's peer observation process more helpful in terms of faculty development and improving teaching?

Faculty Signature: _____ Date: _____
Observer Signature _____ Date: _____

¹ Reflective component is taken from the Center for Teaching and Learning web portal on the Peer Review of Teaching <http://ctl.utexas.edu/teaching/professional-development/peer-review-teaching>
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