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

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<tr>
<th>Faculty Member</th>
<th>Rank</th>
<th>Date of Observation</th>
<th>Course Observed</th>
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**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 | TE |

**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 ___________________________________


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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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