

## **Updated Classroom Peer Observation Guidelines for DLLC**

### **Goals and Policies for Peer Review and P&T Classroom Observation**

#### **Goals:**

The goals of classroom observation for a Peer Review are (1) to mentor and guide faculty development and (2) to assess teaching effectiveness.

The goal of classroom observation for a Promotion and Tenure review is to document teaching performance.

#### **Policies:**

Peer observation of teaching will be implemented in a standard manner for all faculty members in the Department.

- Brief pre- and post-observation meetings with the faculty member whose teaching is being observed will accompany classroom observation. The first meeting will allow the instructor to present information about the class to be observed, and the second meeting will provide constructive feedback.
- Two observers will visit one class simultaneously, to afford two perspectives on the same class. If possible, one of the observers will be a member of the same language group as the instructor whose teaching is being observed.
- Classroom observation will be scheduled jointly by the observers and the instructor whose class is being observed. The instructor will know in advance when the peer observation is going to take place.
- The format of the classroom observation report will follow the model for peer observation that was developed internally using the recommended CTAL form as a model. This form contains items that are appropriate for our Department, stated below under “Items to be assessed.”
- Use of the classroom observation form is required for both Peer Review and P&T classroom observations. All sections of the form must be addressed. The forms must be submitted along with the review. They will be kept on file in the Department as confidential documents.
- Peer Review and P&T forms differ slightly in recognition of their different purposes. The Peer Review form concludes with “Strengths” and “Suggestions.” The P&T form concludes with “Comments.”
- Mechanisms for reporting classroom observations are as follows: for a Peer Review, data gathered by two observers will be used by these observers to generate a cohesive, balanced narrative that will be integrated into the body of the Peer Review Report and

approved by all members of the Peer Review Committee. In the case of a P&T review, two observers will jointly compose a comprehensive observation narrative, entitled “Classroom Observation Report.” This narrative will become part of the evidentiary materials in the candidate’s promotion dossier.

- Confidentiality is of the utmost importance. The identity of an individual whose teaching has been observed may not be revealed when discussing policies and procedures.

### **Items to be assessed (Contents of Peer Observation Forms)**

**Course Syllabus** (when designed by an individual faculty member): Does the syllabus lay out a coherent course of study, expected student effort, course goals, and appropriate assessment measures? (When not designed by the faculty member, the observation report will document how the goals of the syllabus are being implemented.)

**Lesson Plans:** Does the class content reflect what is stated in the syllabus? Is the material in the class appropriate for the course level? Is there an effective plan for the class? Are teaching materials used appropriately and effectively?

**Classroom Climate:** Is there a respectful relationship between instructor and students? Are the students engaged? Does the instructor attend to students’ progress and provide appropriate feedback?

**Student Learning:** Does the instructor create a participatory learning environment that is appropriate for the class?

**Strengths and Suggestions (Peer Review) OR Comments (P&T Review):** For a Peer Review, “Suggestions” may be minimal and should be presented in a constructive manner. For a P&T review, “Comments” should help external evaluators understand the candidate’s teaching performance.

REVISED 2015, Committee on Classroom Observation in DLLC