

Guidelines for Faculty Peer Observation of Teaching
Department of Writing & Language Studies
Approved April 24, 2017

The following departmental guidelines align with the approved institutional guidelines from the [Office of the Executive Vice President for Academic Affairs, Student Success, and P-16 Integration](#). This policy applies to all full-time faculty whose duties consist of teaching organized courses, including hybrid and online courses, and/or clinical instruction. The policy also applies to full-time faculty who hold administrative appointments at 50% or less.

Frequency of Observation

- All tenure-track faculty shall be observed at least once per academic year.
- All tenured faculty shall be reviewed at least once every three years.
- Faculty members with the rank of Lecturer I, Lecturer II, Lecturer III, Clinical Instructor, Clinical Assistant Professor, and Clinical Associate Professor shall be observed at least once per academic year.
- Faculty members with the rank of Senior Lecturer and Clinical Professor shall be observed at least once every three years.

Selection of Observer

Faculty may:

- choose any full-time faculty member at the rank of the faculty being observed or higher with appropriate subject expertise in the course being observed, or
- ask the chair to select any full-time faculty member at the rank of the faculty being observed or higher with appropriate content expertise in the course being observed.

Timeline

The Faculty Member Report shall be provided to the department chair, unit head or equivalent (or the dean in the event the faculty member being observed is the department chair), no later than the last day of classes for the semester in which the observation takes place. The Faculty Member Report will also be included in the faculty member's dossier.

Guidelines for Peer Observer Evaluative Report & Faculty Member Report

Guidelines for the Peer Observer Evaluative Report, provided only to the faculty member, and the Faculty Member Report, required to be included in the faculty member's dossier, are on the following pages. The faculty member may choose to include the Peer Observer Evaluative Report in the dossier.

To be included in Peer Observer Evaluative Report

1. Course number, section, and title of observed class
2. Date, time, and location of observation(s)
3. Name, title, and signature of faculty member
4. Name, title, and signature of peer observer
5. Faculty member's goals for class day of observation
6. Peer observer's feedback

To be included in Faculty Member Report

1. Course number, section, and title of observed class
2. Date, time, and location of observation(s)
3. Name, title, and signature of faculty member
4. Name, title, and signature of peer observer
5. A narrative written by the faculty member describing what the faculty member has learned from the peer observation process and any plans for improvement or development.

Faculty Peer Observation of Teaching . Department of Writing & Language Studies
Peer Observer Evaluative Report

[to be written by the observer and given to the faculty member observed for evaluative purposes; faculty member can include in dossier]

Faculty and Course Information

Course Number, Section, and Title:

Date, Time, and Location:

Faculty Name and Title:

Peer Observer Name and Title:

Faculty Signature: _____

Peer Observer Signature: _____

Faculty Member's Goals for Class on Day of Observation

Please describe your goals for the class that your peer is observing, connecting them to any relevant core-level, program-level, or course-level goals for the class. Also, please point out any areas or pedagogical questions that you'd like your peer to specifically pay attention to and address in the observation and feedback.

Peer Observer's Feedback

Considering the following aspects of teaching in the class you observed, discuss your colleague's pedagogy. Offer feedback on aspects that are praiseworthy and places that may benefit from improvement or development. Responses should be specific about how effective each aspect of teaching is in consideration of the course type (face to face, online, ITV, or hybrid).

Questions you could consider for each area conclude this document.

- Faculty Member's Questions/Concerns
- Faculty Preparation
- Class Content & Delivery
- Faculty-Student Interaction
- Overall Student Engagement
- Feedback on Student Work (WP Required)
- Demonstration of Subject Expertise
- Additional Comments

**Faculty Peer Observation of Teaching . Department of Writing & Language Studies
Faculty Member Report**

[to be included in faculty member's dossier]

Course Number, Section, and Title: z

Date, Time, and Location:

Faculty Name and Title:

Peer Observer Name and Title:

Faculty Signature: _____

Peer Observer Signature: _____

Faculty Conclusions & Plans for Development

Please describe what you learned from the peer observation process, specifically referencing any plans for development or improvement based on your peer's feedback. **This piece, at minimum, is required in your dossier for each peer observation.**

Guiding Questions for Peer Observers over Each Teaching Aspect . Department of Writing & Language Studies Peer Observation Report

Faculty Member's Questions/Concerns

- How do your colleague's specific questions/concerns comment on his/her ability to reflect on and develop his/her teaching?
- What worked in terms of your colleagues' concerns? What didn't quite connect (create an observable learning moment or desired outcome) for you or the students?

Faculty Preparation

- According to your colleague's goals, what was the purpose of the class meeting?
- Was the purpose clear to you and/or the students?
- How were the class activities related to that purpose and to one another?

Class Content & Delivery

- How well did the content of the class connect to disciplinary expectations and/or one or more of the course's SLOs?
- How was class time structured?
- Did your colleague include opportunities for active learning?
- Was enough time given to each activity?
- How were the transitions from one activity to the next handled? How did your colleague cope with the unexpected?
- Did the class activities offer evidence of creative planning?

Faculty-Student Interaction

- How does your colleague facilitate student participation?
- How do the students engage in active learning?
- Are there opportunities for the students to ask the teacher questions?
- What kind of dynamic seems to govern the class?
- How does your colleague establish and/or manage the dynamics of the class?

Overall Student Engagement

- How did your colleague use class time?
- What evidence of student engagement or investment with the material and/or activities was there?
- How varied were the activities of the class, and did the variety foster student engagement?
- Were there moments of overall disengagement, and what did your colleague do to address them?

Feedback on Student Work (WP Required)

- What main goal seems to be driving the feedback on the student projects turned in for review? For instance, is there a particular SLO linked to the feedback? Is there a concern that emerged in class that is referenced? Is there an explanation of the type of feedback provided?
- How would you categorize the dominant feedback pattern—directive, suggestive, open, collaborative, or something else? In other words, what does the feedback ask the student to do and HOW is that request delivered?

Demonstration of Subject Expertise

- How does your colleague introduce and go over expert knowledge relevant to the class meeting?
- How does your colleague handle student questions about material relevant to the class meeting?

Additional Comments

- What was something that you saw or learned about teaching in this observation that you would want to integrate in your own practice and why?
- What was something that you saw in this observation that has potential but needs fine-tuning and why? How might your colleague revise or develop the strategy to make it more effective?