**PEER OBSERVATION REPORT INSTRUCTIONS[[1]](#footnote-1)**

In observing faculty members, we are looking to see ways in which instructors help students achieve the learning objectives of each course. We can usefully think about the teaching performance under several necessarily interrelated headings. The three headings and questions for each heading are meant to serve as guides in observation of faculty members.

**Procedure for the Observer**

Consider each teaching element and evaluate the teaching skills of the instructor (categorized under the three headings) by:

**+** Placing a check mark under the term best describing your evaluation of the instructor’s actions;

**+** Adding comments to illustrate your evaluation;

**+** Providing at least a summary evaluation in each category, and evaluations and comments on individual points where you feel you have observed enough to make them.

**Headings and Questions for the Observer**

**+** Instructional Coherence and Subject Mastery

**+** Teaching Strategies and Instructor and Student Attitudes and Characteristics

**+** Classroom Management

**INSTRUCTIONAL COHERENCE:** Is the lesson under observation coherent in itself, with a clear focus which is clearly presented and reinforced by the instructor? Does the instructor provide/elicit enough depth and detail to adequately consider the subject? Is the lesson part of a coherent learning process? Is the pacing of the lesson appropriate to the course and to the students? Are topics/ activities sequenced logically? What evidence is there that the class fits in with a series of lessons designed to help students achieve the objectives of the course?

**SUBJECT MASTERY:** Does the instructor demonstrate mastery of the subject matter and understanding of the learning situation (including a sense of the students themselves) in which the subject matter is presented? Is the subject matter and level of analysis being asked of the students of a degree of difficulty suitable to the course? Is the material presented relevant to the purpose of the course?

**TEACHING STRATEGIES.** What teaching strategies or premises about teaching does the instructor rely on? How is the subject of the class related to the course objectives? How effectively does the instructor’s teaching help students achieve the course objectives? How does the instructor’s presentation of material, including discussion, questioning, class and group activities, support learning objectives? Is the teaching of critical thinking[[2]](#footnote-2) emphasized? Is there good use of examples/explanation to clarify points, including those questioned by students? Are student questions encouraged? Is sufficient time given for students to respond to instructor’s questions? Is there opportunity for students to interact so that they may discover, discuss, or apply content points? Are graphics, chalkboard, etc. used effectively? Does the instructor encourage utilization of available and appropriate lab equipment? Does the instructor use hands-on demonstration to properly demonstrate lab techniques? Was student laboratory progress checked and timely feedback provided? Were students encouraged to self-assess?

**INSTRUCTOR AND STUDENT ATTITUDES AND CHARACTERISTICS.** Are interactions in the classroom respectful, positive, and educationally productive? Is it clear that both instructor and students are prepared for the class? What evidence is there of interest, enthusiasm, and engagement in class activities on the side of the instructor and of the students? Does the instructor motivate students and encourage student learning in appropriate ways? Does the instructor respond appropriately to student behaviors and concerns? Does the instructor’s tone, voice, etc. contribute to engaging students?

**CLASSROOM MANAGEMENT.** Does the instructor lead the classroom effectively? Was attendance taken? Is the atmosphere in the class conducive to learning? Did the class begin/ end on time? Were laboratory equipment and materials arranged for and prepared prior to the start of the session? Were safety precautions discussed and adhered to? Were sanitation rules followed?

**EXAMPLES OF TYPES OF CLASSROOM ACTIVITIES:**

**+** Lecture **+** Discussion **+** Small Group Activities

**+** Laboratory Demonstration **+** Laboratory Exercise **+** Student Presentations

**+** Media Examples **+** Quiz or other short assessment **+** Independent Student Activities

**NEW YORK CITY COLLEGE OF TECHNOLOGY**

**CITY UNIVERSITY OF NEW YORK**

**PEER OBSERVATION FORM**

**Instructions to Observer:** Observe a full class period of the instructor on a date mutually agreed upon by you and the instructor, to be determined no less than 24 hours prior to the observation. Fill out parts A through F below. Submit the written report should to the Departmental Appointments Committee within one week. The chair should schedule a post-observation conference, including you and the faculty member observed, within two weeks of the observation.

**OBSERVATION DATE: TIME BEGAN: TIME ENDED:**

**COURSE/SECTION: BUILDING/ROOM:**

**INSTRUCTOR: OBSERVER:**

**DEPARTMENT: DEPARTMENT:**

**RANK OF INSTRUCTOR: RANK OF OBSERVER:**

**LESSON TITLE\TOPIC:**

**LEARNING OBJECTIVES:**

(Instructor must provide Lesson Objectives to the observer prior to observation.)

**A. INSTRUCTIONAL COHERENCE and SUBJECT MASTERY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| THE INSTRUCTOR: | Unsatisfactory | Needs Improvement | Satisfactory/Good | Very Good | Excellent | Not Applicable |
| 1 | Used appropriate voice volume and inflection, and was easy to understand. |  |  |  |  |  |  |
| 2 | Covered topics in a manner consistent with the departmental learning objectives.  |  |  |  |  |  |  |
| 3 | Provided students with an overview, summary, or review of the lesson objective points.  |  |  |  |  |  |  |
| 4 | Sequenced topics or activities logically and with continuity to previous and/or future lessons. |  |  |  |  |  |  |
| 5 | Allocated appropriate amounts of time to each topic/activity covered in the lesson. |  |  |  |  |  |  |
| 6 | Demonstrated command of the subject matter. |  |  |  |  |  |  |
| 7 | Presented material accurately and clearly |  |  |  |  |  |  |
| 8 | Demonstrated competency in the use of technology. |  |  |  |  |  |  |
| 9 | Skillfully integrated theoretical principles with technology applications. |  |  |  |  |  |  |
|  | **For laboratory/clinical/studio sections only** |
| 1L | Demonstrated competency in the use of laboratory/clinical/studio equipment. |  |  |  |  |  |  |
| 2L | Skillfully integrated theoretical principles with laboratory/clinical/studio applications. |  |  |  |  |  |  |

**SUMMARY OF INSTRUCTIONAL COHERENCE AND SUBJECT MASTERY AND JUSTIFICATION FOR THE ABOVE RUBRICS EVALUATION MUST BE FULLY EXPLAINED / DESCRIBED BY THE OBSERVER.**

**B. TEACHING STRATEGIES AND INSTRUCTOR AND STUDENT ATTITUDES AND CHARACTERISTICS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| THE INSTRUCTOR: | Unsatisfactory | Needs Improvement | Satisfactory/Good | Very Good | Excellent | Not Applicable |
| 10 | Presented content at a level appropriate for the students. |  |  |  |  |  |  |
| 11 | Adapted instructional materials or relevant examples to support student learning. |  |  |  |  |  |  |
| 12 | Responded appropriately to student questions or need for clarification. |  |  |  |  |  |  |
| 13 | Monitored student comprehension by interactive engagement with students (critical discussion, evaluation of material, question/answer).  |  |  |  |  |  |  |
| 14 | Used appropriate learning aids such as graphics, visual aids or other enhancements to support presentation. |  |  |  |  |  |  |
| 15 | Provided constructive feedback and appropriate recognition to student contributions. |  |  |  |  |  |  |
| 16 | Encouraged and assisted students with the use of technology equipment. |  |  |  |  |  |  |
|  | **For laboratory/clinical/studio sections only** |
| 3L | Encouraged and assisted students with the use of laboratory/clinical/studio equipment. |  |  |  |  |  |  |

**SUMMARY OF TEACHING STRATEGIES AND INSTRUCTOR-STUDENT INTERACTION AND JUSTIFICATION FOR THE ABOVE RUBRICS EVALUATION MUST BE FULLY EXPLAINED / DESCRIBED BY THE OBSERVER.**

**C. CLASSROOM MANAGEMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| THE INSTRUCTOR: | Yes | No | Not Applicable |
| 17 | Started and ended class on time. |  |  |  |
| 18 | Checked attendance. |  |  |  |
| 19 | Was dressed professionally in appropriate attire. |  |  |  |
| 20 | Monitored student behavior and used appropriate behavioral management strategies to address behavioral issues such as cell phone, lateness, noise, lab attire, etc. |  |  |  |
| 21 | Maintained an organized and orderly classroom environment. |  |  |  |
| 22 | Demonstrated and ensured the proper handling of technology equipment. |  |  |  |
| **For laboratory/clinical/studio sections only** |
| 4L | Maintained an organized and orderly laboratory/clinic/studio environment. |  |  |  |
| 5L | Demonstrated and ensured the proper/safe handling of laboratory/clinical/studio equipment. |  |  |  |

**SUMMARY OF CLASSROOM MANAGEMENT AND PROFESSIONALISM AND JUSTIFICATION FOR THE ABOVE RUBRICS EVALUATION MUST BE FULLY EXPLAINED / DESCRIBED BY THE OBSERVER.**

**D. OVERALL EVALUATION: \_\_\_\_\_\_\_** Satisfactory

**\_\_\_\_\_\_\_** Needs Improvement

**\_\_\_\_\_\_\_** Unsatisfactory

**E. NARRATIVE SUMMARY OF EVALUATION (including justification for overall evaluation and evidence of teaching effectiveness)**

**F. SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT:**

**To Instructor and Observer:** I understand that my signature means only that I have read the peer observation report and I may attach any comments I wish.

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **DATE** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SIGNATURE OF OBSERVER**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SIGNATURE OF INSTRUCTOR**

**POST OBSERVATION CONFERENCE MEMORANDUM**

DATE OF DATE OF OBSERVATION:

POST OBSERVATION CONFERENCE: COURSE AND SECTION:

OBSERVER: INSTRUCTOR:

DEPARTMENT: DEPARTMENT:

DISCIPLINE: DISCIPLINE:

RANK OF OBSERVER: RANK OF INSTRUCTOR:

OBSERVATION WAS FILED ON \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ WITH CHAIRPERSON \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DEPARTMENT APPOINTMENTS COMMITTEE MEMBER OR OTHER ASSIGNED BY CHAIRPERSON**

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ RANK: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SIGNATURE OF OBSERVER DATE

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SIGNATURE OF INSTRUCTOR DATE

\* I understand that my signature means only that I have read this memorandum and that I may attach any comments I wish.

IF APPLICABLE1

REPRESENTATIVE (PRINT NAME): \_\_\_\_­­\_\_\_\_\_\_\_\_\_\_\_ REPRESENTATIVE (PRINT NAME):\_\_\_\_\_\_\_\_\_\_\_\_\_

DEPARTMENT/DISCIPLINE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DEPARTMENT/DISCIPLINE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RANK OF REPRESENTATIVE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ RANK OF REPRESENTATIVE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1Article 18 of the Collective Bargaining Agreement

1. This document is an abridged version of the instructions for using the NYCCT Peer Teaching Observation Report. The full document can be found at <http://facultycommons.citytech.cuny.edu/teachingguide/files/Peer%20Review%20of%20Teaching_Final_8-19-2013.pdf> [↑](#footnote-ref-1)
2. Critical Thinking could include any of the following: challenging students to understand complex ideas, analyze, compare/contrast, evaluate arguments carefully considering a variety of perspectives, draw conclusions, synthesize. [↑](#footnote-ref-2)