**Peer Observation of Teaching Report**

Instructor’s Name:

Observer’s Name/Program:

Class Observed:

Date/Time:

Location :

Type of Class Observed:

[ ] General lecture/discussion [ ] Seminar [ ] Instructional lab or studio

# of students enrolled

Please check if this class is: [ ] Introductory [ ] Upper division [ ] Open to majors and/or minors only [ ] Prerequisite

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**PRE-OBSERVATION MEETING:**

\*\*note many of the items on this list are appropriate to an in-person observation, and if this was a virtual observation, any boxes not checked may not have been observed as a result of this delivery method and should not be assumed as absent in the presentation.

**CONTENT**

6.1.2.1 A thorough and current command of the subject matter, teaching techniques and methodologies of the disciplines one teaches.

[ ] Includes illustrations

[ ] Selects examples relevant to student experiences and course content

[ ] Integrates text material into class presentations

[ ] Relates current course content to what’s gone before and will come after

[ ] Relates current course content to students’ general education

[ ] Makes course content relevant with references to “real world” applications

[ ] Presents views other than own when appropriate

[ ] Seeks to apply theory to problem-solving

[ ] Explicitly states relationships among various topics and facts/theory

[ ] Explains difficult terms, concepts, or problems in more than one way

[ ] Presents background of ideas and concepts

[ ] Presents pertinent facts and concepts from related fields

[ ] Presents up-to-date developments in the field

[ ] Relates assignments to course content

[ ] Clearly organizes assignments

[ ] Carefully explains assignment

COMMENT:

**DELIVERY**

6.1.2.2 Sound course design and delivery in all teaching assignments as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning.

[ ] Incorporates various instructional supports like slides, films, diagrams, etc.

[ ] Uses instructional support effectively

[ ] Responds to changes in student attentiveness

[ ] Uses a variety of spaces in the classroom from which to present material (i.e., does not “hide” behind the podium)

[ ] Blackboard/whiteboard writing is large and legible

[ ] Speech fillers, (for example, “OK, ahm”) are not distracting

[ ] Speaks audibly and clearly

[ ] Uses gestures to enhance meaning and not to release nervous tension (repetitive gestures tend to do the latter)

[ ] Communicates a sense of enthusiasm and excitement toward the content

[ ] Use of humor is positive and appropriate

[ ] Presentation style facilitates note-taking

[ ] Speech is neither too formal not too casual

[ ] Establishes and maintains eye contact with students

[ ] Talks to the students, not the board or windows

[ ] Varies the pace to keep students alert

[ ] Selects teaching methods appropriate for the content

COMMENT:

**COURSE MATERIAL ORGANIZATION**

6.1.2.3. The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, grading and attendance policies, and the timely provision of copies to students. ‘’

[ ] Clearly states the goal or objective for the period

[ ] Reviews prior class material to prepare students for the content to be covered

[ ] Provides internal summaries and transitions

[ ] Does not digress often from the main topic

[ ] Summarizes and distills main points at the end of class

[ ] Appears well-prepared for class

[ ] Does the course fit into the syllabus goals/objectives as stated in the syllabus?

[ ] Are objectives for the class given verbally, written, or not at all?

[ ] Are specific instructional outcomes used?

[ ] Are objectives discussed at the end of class?

**RESPECT FOR STUDENTS**

6.1.2.4 Excellence in teaching also entails respect for students as members of the Stockton academic community, the effective response to student questions, and the timely evaluation of and feedback to students.

[ ] Encourages student questions, involvement, and debate

[ ] Answers student questions clearly and directly

[ ] Uses rhetorical questions to gain student attention

[ ] Gives students enough time to respond to questions

[ ] Refrains from answering own questions

[ ] Responds to wrong answers constructively

[ ] Allows ample time for questions

[ ] Encourages students to respond to each other’s questions

[ ] Encourages students to answer difficult questions be providing cues and encouragement

[ ] Allows relevant student discussion to proceed uninterrupted

[ ] Presents challenging questions to stimulate discussion

[ ] Respects diverse points of view

[ ] Praises students for contributions that deserve commendation

[ ] Solicits student feedback

[ ] Requires student thought and participation

[ ] Responds constructively to student opinions

[ ] Knows and uses student names

[ ] Does not deprecate student ignorance or misunderstanding

[ ] Responds to students as individuals

[ ] Treats class members equitably

[ ] Listens carefully to student comments and questions

[ ] Tailors the course to help many kinds of students

[ ] Recognizes when students do not understand

[ ] Encourages mutual respect among students

[ ] Credibility and control

[ ] Responds to distractions effectively yet constructively

[ ] Uses authority in classroom to create an environment conducive to learning

[ ] Speaks about course content with confidence and authority

[ ] Is able to admit error and/or insufficient knowledge

[ ] Respects constructive criticism

**ADDITIONAL:**

**An empty (unchecked) box should be considered not observed.**

6.1.3 Where appropriate, additional measures of teaching excellence are:

[ ] 6.1.3.1 Ability to use technology in teaching.

[ ] 6.1.3.2 Capacity to relate the subject matter to other fields of knowledge.

[ ] 6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter.

[ ] 6.1.3.4 Ability to lead, promote, and/or participate in successful credit-bearing experiences in international education and global engagement.

[ ] 6.1.3.5 Ability to create and inclusive and respectful environment.

COMMENT:

**SUMMARY/RECOMMENDATIONS**

I, the instructor, have read the above; my signature need not indicate agreement with

the contents expressed in the above evaluation.

Observer’s Signature/Date:

Instructor’s Signature/Date: