

**DONSAM Peer Observation & Evaluation
Guidelines
AY11 - 12**

Components

Teaching Observation

One peer observation is required each year. The Division Chair will assign a Fall rotation that includes all permanent faculty as well as any adjuncts that have instructed over 0.5 FTE over the past two semesters. For faculty interested in further peer observation opportunities, the Division Chair will arrange for a voluntary rotation for the Spring semester.

Discuss with instructor what class period would be good to observe, to give a good representation of teaching practices. Class periods that are review sessions, exams, etc. are usually not ideal candidates.

After classroom visit, the observation should be discussed. Once the discussion is complete, both parties should sign the observation form and return to the Division Office.

Review of Syllabi, CV & SCE's

The peer observer should also review syllabi, job description, CV and SCE's located in the Division Office. These documents can provide a constructive context for the overall efforts of the faculty member.

Timeline

Teaching observations and completion of documentation is expected no later than 15 February 2012.

DONSAM Peer Review

AY11-12

1. Syllabi:

Do the syllabi include an *Access & Accommodation* statement?

Yes _____ No _____

Do the syllabi include a grading scale and evaluation scheme?

Yes _____ No _____

Comments:

2. Student Course Evaluations:

Comments:

3. Job Description:

Comments:

4. Curriculum Vitae:

Comments:

Instructions for Peer Observation Form

Planning & Start of Session

In short, how does the class get rolling?

Potential considerations include: Appropriateness of aims, objectives and outcomes & communication of these to students. Outline or “route map” provided. Continuity with other lectures, labs and/or students' prior knowledge.

Presentation Style & Skills

How does the instructor present material during the lecture period?

Potential considerations include: Structure. Relevance and organization of content. Attitude to subject matter. Clarity of presentation. Emphasis of key points. Pace of session. Summary, (end and/or interim). Student follow up work, assignments etc for reinforcement

Interactions with Students

How does the instructor interact with the class members?

Potential considerations include: Question and answer technique. Exercises/activities. Class management. Instructions to students. General class atmosphere. Level of participation and interaction between students. Attention and interest. Attitude to students. Awareness of individual needs. Evaluative procedures. Student - teacher rapport. Student-student interactions (if applicable)

Methods & Approaches

How does the instructor reach the goals for the period?

Potential considerations include: Choice/variety of teaching/learning methods. Use of ELMO, PowerPoint, Voyage 200 or other technologies. Board notes, handouts, real examples and other linked materials etc. Use of appropriate reinforcement. Examples and analogies. Emphasis of key points. References and links to research or practical applications.

General

Overall, how did everything go?

Potential considerations include: Were the objectives achieved? Overall appropriateness of teaching/learning methods. Was effective communication achieved? Awareness of needs of learners and differences in approach? Any accommodation problems?

Division of Natural Sciences & Mathematics

Teaching Observation Form

Adapted from the Education Division @ University of Plymouth (UK)

Faculty Member:	Date:
Observer:	Location:
Course:	Start time:
Number of Students:	Length of observation:
Type of session:	Time of feedback:

Teaching Characteristics - Comments

1. Planning and start of session

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2. Presentation Skills & Style

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3. Interactions With Students

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4. Methods and Approaches

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5. General
6. Strengths
7. Areas for Improvement

This teaching observation has been discussed and between the undersigned.

Faculty Observed

Faculty Observer