**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: