

**Moody College of Communication
Peer Classroom Observation Coversheet**

Observation of:

Faculty name: _____

Faculty UTEID: _____

Faculty rank: _____

Department/School: _____

Course title: _____

Course abbreviation & number: _____

Observation by:

Faculty observer: _____

Signature: _____ Date: _____

The observer has:

Reviewed previous CIS/CES comments*

Reviewed previous peer observations*

*Not applicable for new faculty

Date of classroom observation(s): _____

Date of discussion with the faculty member: _____

Date of submission to chair/director: _____



Faculty Member Observed _____
Course Observed _____
Date Observed _____

Peer Observation for Assessment of Teaching

CONTENT	Not applicable	Needs improvement	Done well	Truly exemplary
Presented main ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided variety of supporting information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly addressed relevancy of main ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Required higher order thinking of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Related ideas to students' prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided definitions for new terms/concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORGANIZATION	Not applicable	Needs improvement	Done well	Truly exemplary
Connected introduction to previous classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stated organization/objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used clear, effective transitions with summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had a clear and organized plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concluded by summarizing main ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connected to future classes/courses/expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACTIVE ENGAGEMENT IN LEARNING	Not applicable	Needs improvement	Done well	Truly exemplary
Questioned students at different learning levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided sufficient wait time after asking questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged student questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gave informative responses to student questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had a good rapport/engagement with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faculty Member Observed _____
 Course Observed _____
 Date Observed _____

SUPPORTIVE CLIMATE

	Not applicable	Needs improvement	Done well	Truly exemplary
Energized and motivated the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projects enthusiasm and excitement for the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used clear, effective transitions with summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds constructively to student opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects diverse viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checks for student understanding throughout the lecture and probes student responses for analysis and reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

USE OF MEDIA

	Not applicable	Needs improvement	Done well	Truly exemplary
Used classroom technology proficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made visual aids easy to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided effective outline/handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL RATING

	Unsatisfactory	Satisfactory	Very Good	Excellent
Overall, this instructor was	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NARRATIVE RESPONSES

STRENGTHS [e.g. demonstrated knowledge of curriculum preceding and following the presented materials, positive feedback to students, opportunity provided for student questions, relevant examples]:

Faculty Member Observed _____
Course Observed _____
Date Observed _____

AREAS FOR IMPROVEMENT [e.g. inability to answer student questions, deficiencies in content knowledge, absence of examples/irrelevant examples, difficulties with student rapport, etc.]

ADDITIONAL COMMENTS BEYOND THE LECTURE [e.g. correlation between exam questions and learning objectives, reflection on and incorporation of previous review and suggestions for improvement in teaching, etc.]

OVERALL:

Adapted from E. Porter, D.K. Meyer & A.S. Hagen. The Journal of Staff, Program & Organization Development, vol.12, No.2, Fall 1994, pp. 104-105

Modified 02/27/2023