*Faculty Senate Resolution #05-03, approved February 7, 2005*

*Faculty Senate Resolution #16-60, approved November 1, 2016*

[**Procedures for Peer Review of Teaching Effectiveness**](http://www.ecu.edu/cs-acad/fsonline/customcf/committee/as/peerreviewprocedures.pdf)

**Peer Review Instrument
for Face-To-Face Courses**

|  |  |
| --- | --- |
| Professor\_  | Class\_  |
| Time  | # of Students\_  |

EAST CAROLINA PEER OBSERVATION OF TEACHING INSTRUMENT

(Peer Version)

Using the items below, record your observations. Your mark(s) on or somewhere between the distinctions “does well” and “needs improvement” should indicate what overall assessment for the category is assigned.

Category 1: Organization

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| --- | --- | --- | --- |
| Needs Improvement |  | Does Well | NA/UO |
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Begins the instructional session in a timely fashion

Provides needed information in a timely manner

Clearly states goals or objectives for the instructional session

Reviews prior instructional material to prepare the students for the content to be covered.

Summarizes and/or distills main points at the close of the instructional session Presents topics in logical sequence and flow

Comments:

Category 2: Content

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| --- | --- | --- | --- |
| Needs Improvement |  | Does Well | NA/UO |
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Selects examples relevant to student experiences/ course content

Presents up to date developments in the field

Provides content for an instructional session in an organized fashion Demonstrates command of subject matter

Comments:

Category 3: Presentation

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| --- | --- | --- | --- |
| Needs Improvement |  | Does Well | NA/UO |
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Communicates clearly using chosen delivery medium

Communicates a sense of enthusiasm toward the content

Presentation style facilitates student learning

Selects teaching methods and instructional strategies appropriate for the content, objectives, and chosen delivery medium

Relates current course content to previous and subsequent content Carefully explains assignments

Comments:

Category 4: Rapport/Interaction Establishes and follows established criteria for class interaction

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| --- | --- | --- | --- |
| Needs Improvement |  | Does Well | NA/UO |
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Treats all students in a fair and equitable manner

Respects diverse points of view

Establishes an environment that encourages students’ participation and questions

Responds constructively to students’ questions, opinions and comments Provides corrective feedback to wrong answers

Prompts students to answer difficult questions and solve complex problems by providing cues and encouragement Facilitates student to student communication and interaction

Is able to admit error/insufficient knowledge

Comments:

Category 5: Active Learning (labs, PE activities, clinics, etc.) OPTIONAL Clearly explains directions or procedures

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| --- | --- | --- | --- |
| Needs Improvement |  | Does Well | NA/UO |
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Facilitates access to materials and equipment necessary to complete the activity in a timely manner

Explains safety procedures when warranted

Allows sufficient time for completion Comments:

NA/UO - not applicable/unable to observe

Observer

Date

Time in\_

Time out\_\_

Areas of Strength:

Areas to consider for Faculty Development Plan: