

### **2013-2014 Peer Teaching Evaluation Procedure**

1. Each academic year, peer teaching evaluations will be performed for each instructor teaching a class (e.g, TT/NTT faculty member, adjunct or part-time faculty, GTAs).
2. The Chair of the Peer Teaching Evaluation Committee will assign members of the committee to each evaluates one or more faculty members that year. Evaluations may take place in either the fall or spring semester. An evaluator will not be required to evaluate faculty members of higher rank.
3. The evaluator will select one course (preferably at the undergraduate level) taught by the faculty member who is being evaluated. The evaluator will observe at least two lectures; preferably once at the end of the 6<sup>th</sup> week and once at the end of the 12<sup>th</sup> week for the selected course. The instructor should notify the evaluator if there are any dates during the semester when there will be no lecture to evaluate.
4. The evaluator will complete the Final Peer Teaching Evaluation Form only taking into account the instructor's performance observed at the end of 12<sup>th</sup> week. Mid-term evaluation will only be provided to the instructor, and is intended to provide feedback for improvement before the next class visit. A copy of the final evaluation report will be submitted to the Department Chair (as well as to the instructor).

## Final Peer Teaching Evaluation Form

Faculty \_\_\_\_\_

Dates of Observation \_\_\_\_\_

Peer Observer \_\_\_\_\_

Course Observed \_\_\_\_\_

Is this the first time this instructor has taught this course? Yes/No

### Classroom Teaching Observation Scale

Rating scale (1 = weak, 2 = fair, 3 = good, 4 = excellent, NA = not applicable)

#### Course Syllabus and Handouts

1 2 3 4

#### CONTENT

Main ideas are clear and specific	1	2	3	4	NA
Sufficient examples in supporting information	1	2	3	4	NA
Higher order thinking was required	1	2	3	4	NA
Instructor related ideas to prior knowledge	1	2	3	4	NA
Definitions were given for terminology	1	2	3	4	NA

#### ORGANIZATION

Introduction captured attention	1	2	3	4	NA
Introduction stated organization of lecture	1	2	3	4	NA
Concluded by summarizing main ideas	1	2	3	4	NA

#### INTERACTION

Instructor poses questions at different levels	1	2	3	4	NA
Sufficient wait time for students to answer	1	2	3	4	NA
Students asked questions	1	2	3	4	NA
Instructor feedback was informative	1	2	3	4	NA
Good rapport with students	1	2	3	4	NA

#### VERBAL/NON-VERBAL

Language was understandable	1	2	3	4	NA
Articulation and pronunciation clear	1	2	3	4	NA
Absence of verbalized pauses ("er", "um", etc.)	1	2	3	4	NA
Accent was not distracting	1	2	3	4	NA
Effective use of voice	1	2	3	4	NA
Volume sufficient to be heard	1	2	3	4	NA

Rate of delivery was appropriate	1	2	3	4	NA
Effective body movement and gestures	1	2	3	4	NA
Eye contact with students	1	2	3	4	NA
Confident and enthusiastic	1	2	3	4	NA

**USE OF MEDIA**

Slides/board content clear and well organized	1	2	3	4	NA
Visual aids can be easily read	1	2	3	4	NA

**Note: All parties should take into consideration that the evaluator is not necessarily an expert in the course topic, nor an expert in teaching.**

**STRENGTHS:**

**SUGGESTIONS:**

**INSTRUCTOR'S COMMENTS:**