



## Faculty Peer Observation Checklist (AY 16-17)

If you would like support in this process, please contact Tanya Ostrogorsky, Director of Assessment & Faculty Development [ostrogot@oregonstate.edu](mailto:ostrogot@oregonstate.edu)

### Rationale:

The purpose of this process is to provide all faculty within the College of Pharmacy a role in the peer teaching evaluation process, with the goal of providing a systemic and developmentally-focused review of classroom teaching. Additionally, this process meets the OSU Faculty Handbook elements regarding peer and student teaching evaluations which stipulates, "Evaluations of teaching by faculty peers and by students provide invaluable information and direction for faculty members to improve their own teaching. Peer evaluations, arranged with a colleague, include review of lecture notes, reading materials, and examinations; observation of several lectures; and a signed written evaluation by the peer. Peer teaching evaluations should be systematic and on-going, following unit guidelines for peer review of teaching."

### Frequency:

Each faculty member should discuss with their department chair the recommended number of observations to be completed, including the necessary self-reflection to show improvement or positive change over time. This tool should provide sufficient flexibility for various teaching methods and styles; however, we acknowledge that this may not ideal for lab-based sessions or small seminars.

### Recommended Process:

1. Identify two faculty members to observe a class session (preferably the same session).  
This is suggested to allow for calibration between the two observers as well as to develop a network of faculty who can provide ongoing peer review and feedback over time.
2. Review definitions section and refer to scoring anchors on each page.
3. Mutually agree on class sessions to be observed.
4. Complete Section 1 three days prior to the class session that is to be observed.  
There are discussion questions to help you understand the intention of the class session and what type of feedback the person being observed is looking for.
5. Complete Section 2 while observing the class session.  
Observers should review their observations and calibrate a single response to the faculty member being observed. Complete Section 3 within one week of the observed session and provide feedback to the faculty member, ideally in person.

### Optional Pre-Observations Discussion Questions:

- Why did you choose this lecture to be assessed? Is this the first time you are teaching this lecture? If no, what changes have you made to this lecture over the past few times you taught it?
- What questions/concerns do you have? What would you particularly like feedback on?
- What is your educational philosophy?
- Where is similar content taught in the curriculum? Have you contacted other instructors to determine exactly what they cover? What impact has this had on your lecture and/or student outcomes?
- How does this lecture's content fit within the entire course (e.g. one out of several lectures on the same topic)?
- Have you planned any in-class learning activities? If yes, what lecture objectives will these activities meet? Share how these activities facilitate student learning.
- What is your plan for assessing the content of this lecture?



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**Date of Observation:** \_\_\_\_\_ **Individual Being Observed:** \_\_\_\_\_

**Person(s) Conducting the Observation:** \_\_\_\_\_

	Did not Observe	Needs Significant Development	Needs Development	Accomplished	Accomplished Well
<b>Section 1: Pre-observation Review</b>					
1. Lecture objectives are clearly stated in the handout/syllabus.					
2. Lecture objectives align with the overall course goals.					
3. Handout material appears to be relevant to lecture objectives.					
4. Lecture outline & organization are logical.					
5. Readings or preparation materials are provided & relevant to lecture objectives.					
6. Planned in-class activities reflect appropriate lecture objectives.					
<b>Section 2: General Classroom Observation</b>					
7. Instructor appears well prepared for class.					
8. The instructor appears knowledgeable & up-to-date about the content.					
9. Depth & breadth of material presented appears appropriate for student level/ course & for allotted time.					
10. Instructor presents divergent opinions/ conflicting views & makes clear distinction between facts & opinions/ experience.					
11. The instructor provides an overview of what is planned for the class period.					
12. The instructor establishes the relevance of information providing examples when appropriate.					
13. The instructor is an effective communicator as evidenced by using appropriate eye contact, varying rate of speech, varying tone, and A/V aids that support learning goals					
14. The instructor makes connections with prior learning within this course & curriculum.					
15. The instructor emphasizes a conceptual grasp of the material.					
16. Instructor provides periodic summaries of the most important ideas & ties things together at the end of the class.					
17. The learning activities are well organized & remain focused on objectives.					
18. Instructor's teaching strategies facilitate student learning & encourage critical thinking.					
19. The instructor effectively uses in class activities & outside assignments to gauge student progress.					
20. Questions are welcomed & responded to in an effective & professional manner.					
21. The instructor creates a classroom atmosphere that encourages student participation & students appear comfortable asking questions.					
22. The instructor treats students impartially & respectfully.					

**Section 3:**

**Summary Comments regarding class session success based on session learning targets & individual faculty needs:**

**Recommendation #1:**

**Recommendation #2:**

**Recommendation #3:**

## Definitions

9.1: **Depth:** Instructor does not spend a lot of time going over material previously taught in other courses; intellectual level of material presented appropriate to the student level.

9.2: **Breadth:** Instructor is able to go through majority of the material during the class period. Amount of content appropriate for the time.

10: Instructor differentiates between consensus statements, guidelines, expert opinion and personal views, practice, and experiences. Instructor provides examples of conflicting or different guidelines, clinical trials, and practices.

13: Instructor's command of English is adequate; the instructor effectively holds class attention; the instructor uses eye contact effectively; the instructor speaks clearly to be heard throughout the classroom; the instructor employs an appropriate rate of speech (e.g. for note taking); the instructor emphasizes major points in the delivery of the content by pausing, raising voice, etc.; the instructor is enthusiastic and confident on explaining the subject matter. The instructor effectively uses audio/visual/learning aids to accompany the verbal presentation.

15: Instructor provides clear and comprehensive explanations when required; instructor points out practical applications of concepts; instructor suggests ways to learn complicated ideas.

16: Instructor makes appropriate transitions by summarizing ideas and welcoming questions.

17: Appropriate number of activities; spaced out appropriately, students are given appropriate time to complete them, appropriate discussion at the end of each activity takes place. Instructor stays on the subject; does not spend a considerable amount of time on material not covered by objectives; if questions or discussion lead on a tangent, able to get the class back on the subject.

18: Instructor follows a progressive development of course content and involving active student learning and the application of student involvement building upon Bloom's taxonomy -- knowledge, comprehension, application, analysis, synthesis, and evaluation. Instructor asks stimulating and challenging questions periodically; classroom activities and outside assignments include problem solving; students have chances to discuss or apply concepts during class.

19: Instructor employs active learning techniques. Activities and assignments supplement lecture content; instructor provides clear directions for each activity; promotes student engagement and is able to involve everyone in the class, not just the most outspoken students; provides adequate time and resources for completion; instructor facilitates group work well, mediates discussion well, and helps students apply theory to solve problems.

21: Instructor appears approachable, comes to class early and stays after the class to talk to students and answer questions. Instructor encourages student participation and multiple perspectives. Students seem comfortable asking questions. If needed, instructor reacts appropriately to student professional behavior issues.

22: Instructor responds well to student differences; sensitive to individual interests, abilities, and experiences; listens carefully to student questions and comments; actively helpful when students need assistance.

### Anchor Scaling for Observational Items:

DNO	Did not observe	Either because was not in the class for the entire lecture duration or instructor did not do or it's not applicable
NSD	Needs significant development	Instructor did not do this and should consider adding
ND	Needs development	Instructor attempted to do this but development/ revision is necessary
A	Accomplished	Minor improvements can be recommended
AW	Accomplished well	No recommendations for improvement