University Center for Assessment, Teaching & Technology

Section 9A: Peer Observation of Teaching for Promotion and Tenure Review
In Person Teaching

Peer Observation of Teaching is coordinated by the candidate's Department Head/Director. They will identify an observer of the appropriate rank and title and request and observation in the Spring or Fall semester of the submission of the packet. The Department Head will pass on relevant information and class materials to the observer. The observer will use this template to complete their review and submit it to the Department Head/Director by the date set in order to include it in the review by the Departmental Review Committee. Similar to the Student Course Survey, this form includes review criteria in four key areas*: Instruction, Assessment, Learning, and Student Instructor Interactions*. These items are based on best practices for promoting student learning. We recommend that reviewers cite specific evidence for all the criteria. If you have any questions about the peer observation of teaching, please contact Dr. Lisa Elfring with UCATT at elfring@arizona.edu.

Name of Observer:
Title and Rank of Observer:
Department:
College:

Name of Candidate Under Review:
Title and Rank of Candidate:
Department:
College:

Class Observation Details

Title of Class:
Class Catalog Number:
Brief Description of Class:
Class Enrollment:
Number of Students in Attendance on Day of Observation:
Date of Observation(s):

Catalog Modality for the Class:
☐ In Person
☐ Hybrid/Blended
☐ Other (please specify):

Catalog Characterization for the Class:

☐ Colloquium	☐ Lecture	☐ Other (Please specify):
☐ Discussion	☐ Seminar	
☐ Independent Study	☐ Studio	_____
☐ Laboratory	☐ Workshop	

Materials Reviewed for this observation:

☐ Course	☐ Presentation Slides	☐ Worksheets
☐ D2L Site (Candidate should provide "Guest" access)	☐ Student Projects/ Assignments	☐ Other (Please specify):
☐ Handouts	☐ Syllabus	_____

Categories and Criteria	Evidence	Comments
Instruction		
• The course D2L site is organized to promote learning and course navigation. For example, there should be clear organization of course materials; clear and consistent due dates for assignments/ quizzes. • Clear expectations for course policies and procedures provided in syllabus and other course documents. • Provided opportunities for students to apply content during the class (e.g., problems, case studies, practice with feedback provided).		
Assessment		
• Asked students to generate their own explanations and explain their thinking. • Asked questions that required varying levels of thinking (recall, comprehension, application, analysis, evaluation, synthesis). • When appropriate, encouraged students to move to higher levels of thinking. • Syllabus shows that the course includes frequent, low-stakes assessments throughout the term in addition to higher-stakes assessments.		
Learning		
• Learning goals for the class session were explicit and well aligned with class activities. • Students were encouraged to analyze and/or apply the concepts and skills taught in the course. • In-class activities helped students connect concepts and skills to the world around them.		
Student-Instructor Interactions		
• The instructor treated students with respect, demonstrating flexibility and compassion during the class session. • Created opportunities for all students to ask questions or participate in class activities, projects, or assignments.		

Summary Questions

Please provide a brief summary of 500 words or less, of your overall assessment of the candidate's quality of teaching for promotion or tenure review. Consider the following prompts to guide your response; formal responses are not required for each prompt:

- What were the instructor's major teaching strengths demonstrated in this class session?
- What did the instructor do during the class session to engage students in learning important content?
- What did the instructor do during the class session to assess students' learning of important content (informally or formally)?

Please return the form to the candidate's **Department Head** upon completion.