# DEPT_ENGLISH_4cp_Blue_Gray

# ENGLISH DEPARTMENT CLASSROOM TEACHER EVALUATION FORM

# Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Rank \_\_\_\_\_\_\_

# Course \_\_\_\_\_\_\_\_\_\_\_

# Date \_\_\_\_

# Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Rank \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# I have read this report. I understand that my signature does not necessarily imply agreement with its contents.

 signature of instructor

**Department of English and Comparative Literature**

**Peer Observation Guide for Courses Outside of First Year Writing**

As directed by Provost Del Casino,

Direct observations (aka peer observations) must give credit to faculty who made significant changes in their teaching pedagogy. . . . Observers must consult with the faculty member and summarize the work undertaken to convert course pedagogies and any other proactive measures undertaken to adjust in their reports. (2020)

**Mode of instruction (circle or highlight):**

Face to Face

Online synchronous

Online asynchronous

Online hybrid

**Focus of the review:** Briefly meet with your reviewee and discuss the planned lesson/content to be reviewed. For example, what is the date of synchronous visit, and/or what are the lecture materials or assignments to be evaluated. The reviewer will limit the review to the areas indicated by the reviewee.

The following guideline provides a structure for your peer observation. Please address each category, and respond to relevant bullet points.

**I. Instructional Design/Review of Syllabus**

* Does the syllabus include Program Learning Objectives (PLOs) and assignments that are linked to those objectives? Is the correct template being used?
* Evaluate the general content of the course – is the content appropriate and sufficiently challenging?
* Does the course design include assignments that build on or connect to previous lessons?
* Comment on the strengths of the syllabus and design of the course and indicate where improvement is indicated.
* Evaluate the clarity of course materials (whether online or otherwise). Are the materials accessible and easy for students to follow?

**II. Content Knowledge**

* Instructor demonstrates knowledge of the subject matter and an awareness of its complexities.
* Instructor makes connections to concepts discussed in previous lessons.
* Comment on instructor’s content knowledge of the subject matter.

**III. Classroom Environment**

* Instructor has positive rapport with students and demonstrates respect for and interest in student experiences, thoughts, and opinions.
* Instructor presents the material in an engaging way.
* Instructor uses a variety of teaching methods and technologies in order to encourage active learning.
* Comment on the positive elements of the classroom atmosphere and where improvements are needed.
* Instructor makes effective use of student time and effort spent during a synchronous class or in the overall activities assigned.

**IV. Classroom Instruction/Activities**

* When possible, the instructor varies teaching strategies to attempt to include all students.
* Instructor poses questions that encourage students to think critically and make complex connections.
* Instructor builds on student responses in discussion and encourages more student engagement.
* Instructor summarizes or asks students to summarize major points of the lesson.
* Instructor finds ways to elicit student engagement with the course material, the instructor, and other students.

**V. Writing Assessment**.

Evaluate the instructor’s assessment of student writing. For example, how effectively does the instructor use something like the feedback studio on Canvas? Are there clear rubrics? Please indicate whether you reviewed a set of graded essays or a selection of graded essays

**VI. Overall Assessment**

Please comment on the instructor’s overall teaching effectiveness.

**VII. Final Evaluation**

Please circle one of the following ratings. Note: for RTP purposes, Commendable is considered *excellent,* Good is equivalent *good,* and Satisfactory represents *baseline*.

**Commendable Good Satisfactory** (Baseline) **Needs Improvement Unsatisfactory**

Concluding Remarks: