|  |  |  |
| --- | --- | --- |
| |  | | --- | |  | | Department/Division/School: Math / NSS |
| **Peer Observation of Instruction Report Form** | | |
| Instructor: | Course: |
| Date of Observation: | Time: |

When completed, return this form to the Department/Division/School office and provide a copy to the instructor. The original is placed in the faculty member's Personnel Action File in the Dean's Office.

From the Faculty Handbook: “When classroom visits are utilized as part of the evaluation of a faculty member, the faculty member evaluated shall be provided notice at least five (5) days prior to the visit that a classroom or online observation, and/or review of online content is to take place. Notice shall include the date the observation will be made and indicate who will conduct it.  In addition, there shall be consultation between the faculty member being observed and the individual who visits his or her class(es); the faculty member conducting the peer observation may request copies of the syllabus and handouts prior to the observation. Faculty members who conduct the peer observation of instruction shall provide an observation report to the department/division or school office and the faculty member within fourteen days of the observation.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Above department standards | Meets department standards | Needs to Improve | Not Applicable |
|  | | | | |
| 1. Instructor provides an overview for lesson/module, including motivation for the topic, i.e. why it is important, useful, or interesting. | ☐ | ☐ | ☐ | ☐ |
| 1. Instructor presents mathematics correctly. | ☐ | ☐ | ☐ | ☐ |
| 1. Instructor promotes a welcoming and inclusive class environment. | ☐ | ☐ | ☐ | ☐ |
| 1. Instructor attempts to engage all students in the lesson. | ☐ | ☐ | ☐ | ☐ |
| 1. Instructor effectively connects content to prior learning, and explores possible connections to future concepts. | ☐ | ☐ | ☐ | ☐ |
| 1. Instructor uses visuals (e.g., blackboard, PowerPoint) and multiple representations of a concept (analytical, graphical, etc.) effectively. | ☐ | ☐ | ☐ | ☐ |
| 1. Instructor communicates effectively. | ☐ | ☐ | ☐ | ☐ |
| 1. Instructor checks for understanding when necessary. | ☐ | ☐ | ☐ | ☐ |
| 1. Instructor probes students with pertinent questions, challenges students to think, and promotes conceptual learning in addition to procedural learning. | ☐ | ☐ | ☐ | ☐ |
| 1. Instructor structured an effective lesson to address student learning successfully. | ☐ | ☐ | ☐ | ☐ |

**Strengths, Opportunities for Improvement, Recommendations, and Summary:**

Written comments should inform ratings provided on page 1 and provide appropriate context to the feedback.

These should include supporting details about any items marked anything other than “Meets department standards.”

|  |
| --- |
| **Strengths** |
| **Opportunities for Improvement** |
| **Summary** |

|  |  |
| --- | --- |
| Observer Name: | |
|  | |
| Observer Signature: | Date Signed: |

|  |  |
| --- | --- |
| I have received a copy of this report and had a chance to discuss it. | |
| Signature of Instructor | Date |