

Peer Observation Protocol

[Template - Model B]¹

[Highlighted text is intended to be modified or deleted. All other text may be left as is or modified to fit departmental needs].

You have been asked to complete a peer observation for a [DEPT] faculty member for inclusion in their reappointment, comprehensive review, promotion, tenure, or post tenure review case. This form is intended as a way to help you and the instructor being observed establish the criteria for evaluating the course. Used across the department, it will also enable more consistent and transparent evaluations over time. Please see the [DEPT] Peer Course Evaluation Plan [insert link] for full instructions on the peer evaluation process.

Pre-Observation

1. Review of Syllabus and Other Material(s)

- a) If you were to assume the role of a student in this course, what would you identify as the strengths of the syllabus? Are there details about the course that you would like to see covered more in the syllabus? What other comments and/or questions do you have for the instructor?
- b) If you requested other materials to review (e.g., class handouts/exams, access to the course management system, prior FCQs, etc.), what comments and/or questions do you have for the instructor?

2. In-person Consultation

- a) Learning goals. Discuss learning goals for the course and/or the class meeting you will be observing.
- b) Syllabus (and other materials, if applicable). Discuss course materials relevant to classroom observation.
- c) Number and timing of classroom observations.
- d) Selection of observation criteria (see 3 below).

¹Adapted from the UTeach Observation Protocol (UTOP), retrieved March 2018 from <https://utop.uteach.utexas.edu/>. Developed by the Teaching Quality Framework Initiative (<https://www.colorado.edu/teaching-quality-framework/>) in collaboration with partnering departments at the University of Colorado Boulder. This work was sponsored by the National Science Foundation (DUE-1725959) - any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the NSF.

3. Selection of Observation Criteria

Below are suggested criteria for the classroom observation. It is important to note that these criteria are not intended to prescribe any particular teaching method or style - a wide variety of classroom approaches tailored to different course types can address any of the selected criteria. Together, the instructor and observer should choose three (or more) of the criteria that best reflect the instructor's needs/concerns and/or the class meeting structure. If the instructor/observer would like the observation to focus on an area not reflected in the following criteria, an additional criterion can be of your own creation. The agreed-upon criteria will serve as the primary focus of the classroom observation.

[Insert approximately 7-11 items from [this master list](#) into the spaces below]

- **Criteria 1 heading.** Descriptive text for Criteria 1.
- **Criteria 2 heading.** Descriptive text for Criteria 2.
- **Criteria 3 heading.** Descriptive text for Criteria 3.
- **Criteria 4 heading.** Descriptive text for Criteria 4.
- **Criteria 5 heading.** Descriptive text for Criteria 5.
- **Criteria 6 heading.** Descriptive text for Criteria 6.
- **Criteria 7 heading.** Descriptive text for Criteria 7.

[If active learning is included, consider adding an addendum (below, or an [extended version here](#)).

Examples of active learning include, but are not limited to: think-pair-share; making time for students to discuss with peers; active writing (e.g., minute papers) or speaking (e.g., in class presentations); working through problems, scenarios, and/or arguments with students; group work; routinely asking for and welcoming student input and questions; fielding questions in a way that encourages further discussion; group image analysis; debates; clicker concept questions.

Classroom Observation Note-Taking Form

- ☐ If doing more than one classroom observation, please complete a new form for each observation.
- ☐ Before printing this form:
 - ☐ Insert the name/description of the selected criteria in the spaces provided
 - ☐ If “Learning goals” is one of your selected criteria, it may be useful to insert the instructor’s learning goals for the course and/or the observed class directly into the form for easy reference. **[Delete if “learning goals” is not included.]**
- ☐ Use the “Notes” section to make notes regarding each criterion *during the observation*. One particularly useful strategy is to include specific *examples/evidence* whenever possible as this will help you write your report and provide constructive feedback to the instructor.
- ☐ *As soon as possible after the observation*, review your notes and write a quick summary/key takeaways in the space provided.
- ☐ There is additional space at the end of this form if you run out of space.
- ☐ Please retain the completed form for your records.

Observer:	
Instructor:	
Course Name:	
Course Number / Section:	
Date / Time / Room / Bldg:	
Semester:	
# students enrolled / # students who attended	

Criterion 1:

Notes:

Summary/Key Takeaways:

Criterion 2:

Notes:

Summary/Key Takeaways:

Criterion 3:

Notes:

Summary/Key Takeaways:

Criterion 4 (optional):

Notes:

Summary/Key Takeaways:

Additional note-taking space:

Overall impressions:

a) Strengths and positive aspects of this class and/or the instructor's teaching of this class:

b) Suggestions for the instructor to improve their teaching:

[If conducting classroom interviews is an option (e.g., [this example](#)), include a space for summarizing here.]

Optional: Summary from Classroom Interviews

If classroom interviews were conducted, please record the questions asked during the interview, describe common themes and takeaways, and include the vote on most important responses. [Revise to match your departmental process].

Post-Observation Discussion

This is a place to write notes from your debriefing session(s). What highlights from your observation would you like to share? What questions do you have for the instructor?