[NOTE THAT ALL 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 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.

**Please complete the following steps for your peer observation:**

* Request and review the syllabus for the course, along with examples of assessments and the course learning management site, if applicable, *prior* to your classroom observation and complete Section A below.
* Please talk to the faculty member in advance of the class period you will be observing to understand the objectives for that class and how it fits with the overall course and to provide an overview of the observation you will be conducting.
* Use the “Evidence / Notes” boxes to make notes regarding each question *during* the lesson. Please check NA if a particular item did not apply to the class you observed.
* Review your notes/evidence and prepare a letter summarizing your observations and assessments after the lesson. Note that most letters include some suggestions for improvement - it is not expected that any class would ever be perfect!
* Please retain this protocol for your records and turn in your letter to [DEPT SPECIFIC PERSON]. Only the letter will be included in the candidate’s promotion and tenure materials.

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

**Section A: Review of syllabus, assessments, and learning management site**

|  |  |
| --- | --- |
| **Did the observer receive and review the syllabus, assessment materials, and the learning management site prior to class?** |  **𝥁** Yes 𝥁 No |
| **(a) Does the syllabus include the Required Syllabus Statements (i.e.** **Disability Accommodation; Religious Holidays; Classroom Behavior; Sexual Misconduct, Discrimination, Harassment, and/or Retaliation; and Honor Code), per CU Boulder policy?** |  **𝥁** Yes 𝥁 No |
| **(b) Does the syllabus clearly describe expectations and requirements for** **the course?** |  **𝥁** Yes 𝥁 No |
| **(c) Were formal assessments (homework, tests, quizzes, etc.) consistent** **with instructional objectives (*e.g., aligned with learning goals as outlined in syllabus; used a variety of assessment tools that gauge student progress, etc.*)?** |  **𝥁** Yes 𝥁 No |
|  *\*If no in (a), (b), and/or (c), what was missing/unclear?* |
| **(d) How did the learning management site enrich the classroom? How could it be improved?** |
|  |

**Section B: Classroom Observations**

[INSERT APPROXIMATELY 7-11 ITEMS FROM [THIS MASTER LIST](https://www.colorado.edu/teaching-quality-framework/peer-observation-items-master-list) INTO THE SPACES BELOW]

|  |
| --- |
|  **B1) Item 1 heading.** Descriptive text forItem 1. |
| **Evidence / Notes:** 𝤿 *Not applicable* |

|  |
| --- |
|  **B2) Item 2 heading.** Descriptive text forItem 2. |
| **Evidence / Notes:** 𝤿 *Not applicable* |

|  |
| --- |
|  **B3) Item 3 heading.** Descriptive text forItem 3. |
| **Evidence / Notes:** 𝤿 *Not applicable* |

|  |
| --- |
|  **B4) Item 4 heading.** Descriptive text forItem 4. |
| **Evidence / Notes:** 𝤿 *Not applicable* |

|  |
| --- |
|  **B5) Item 5 heading.** Descriptive text forItem 5. |
| **Evidence / Notes:** 𝤿 *Not applicable* |

|  |
| --- |
|  **B6) Item 6 heading.** Descriptive text forItem 6. |
| **Evidence / Notes:** 𝤿 *Not applicable* |

|  |
| --- |
|  **B7) Item 7 heading.** Descriptive text forItem 7. |
| **Evidence / Notes:** 𝤿 *Not applicable* |

[IF ACTIVE LEARNING IS ONE OF YOUR ITEMS, CONSIDER ADDING AN ADDENDUM, SUCH AS BELOW, OR AN [EXTENDED VERSION HERE](https://www.colorado.edu/teaching-quality-framework/active-learning-addendum), THAT INCLUDES ADDITIONAL INFORMATION]

Examples of active learning include, but are not limited to:

* Clicker concept questions
* Think-pair-share
* Participatory demonstrations and/or games
* Making time for students to discuss concepts with peers
* Active writing (e.g., minute papers) or speaking (e.g., in class presentations)
* Working through problems, scenarios, and/or arguments with students
* Organizing students for group work
* Routinely asking for and welcoming student input and questions
* Fielding questions in a way that encouraged further discussion
* Demonstrating active listening

[IF YOU’D LIKE TO INCLUDE THE OPTION TO RATE INSTRUCTORS ON THEIR PERFORMANCE, CREATE RATINGS SCALES USING ONE OF THE EXAMPLE FORMATS BELOW]

**Section C: Ratings**

|  |  |
| --- | --- |
|  **C1) Item 1 heading.** Descriptive text for item 1. [should be identical to B1 above]☐ *Not applicable* |  Needs to improve Excellent Job |

|  |  |
| --- | --- |
|  **C1) Item 1 heading.** Descriptive text for item 1. [should be identical to B1 above]𝤿 *Not applicable* | Needs improvement Advanced execution |

|  |  |
| --- | --- |
|  **C1) Item 1 heading.** Descriptive text for item 1. [should be identical to B1 above]𝤿 *Not applicable* | Needs improvement Advanced execution |

[IF CONDUCTING CLASSROOM INTERVIEWS IS AN OPTION FOR YOUR DEPARTMENT (E.G., [THIS EXAMPLE](https://www.colorado.edu/teaching-quality-framework/classroom-interview-guide-template)), INCLUDE A SPACE FOR SUMMARIZING HERE]

**Section D: 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 AS NEEDED TO MATCH YOUR DEPARTMENTS’ PROCESS] |
| **Evidence / Notes:** 𝤿 *Not applicable* |

**Section E: Optional Open-Ended Responses**

|  |
| --- |
|  **E1) Strengths and positive aspects of the course and/or the instructor’s teaching** |
| **Evidence / Notes:** 𝤿 *Not applicable* |

|  |
| --- |
|  **E2) Suggestions for the instructor to improve their teaching** |
| **Evidence / Notes:** 𝤿 *Not applicable* |