[NOTE THAT ALL HIGHLIGHTED TEXT IS INTENDED TO BE MODIFIED OR DELETED. ALL OTHER TEXT, INCLUDING THE TEXT IN RED FONT, 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 other course materials, *prior* to your classroom observation and complete Section A below.
* Ask the instructor to choose 3 (or more) of the categories below (Section B: Classroom Observation) that they wish you to focus on for your observation.Please also talk with 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.
* *During the lesson*, use the “Evidence / Notes” boxes to make notes and use descriptors as possible indicators, not a required check-off list.
* 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!
* Meet with the instructor you observed to discuss your review.
* 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.

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

**Section A: Review of the syllabus, assessments, and other course materials**

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| **Did the observer receive and review the syllabus, along with assessments and other materials 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 the 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 other course materials enrich the classroom? How could they be improved?** |
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**Section B: Classroom Observations**

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| **Required.** **B1) Instructor is clear and thorough in presentation and encourages student exploration of content.**  |
| Example instructor behaviors could include:Presented information that was accurate and appropriate to course levelSelected strategies to make content understandable to studentsFielded questions in a way that encouraged more participationRecognized students’ (even vaguely articulated) ideas | Example student behaviors could include:Responded to instruction with ideas relevant to target contentEngagement Appeared to be engaged with lesson contentAppear comfortable with the pace of material presentation |
| **Evidence / Notes:**   |

**Faculty to be observed: please choose 3 (or more) of the categories below. In addition to the required item above (B1), the observer will focus on these categories during their observation, and will provide feedback on these topics.**

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| **B2) Instructor encourages students to seek and value various modes of investigation or problem solving.** |
| Example instructor behaviors could include:Presented open-ended questionsEncouraged discussion of, or discussed, alternative explanationsPresented inquiry opportunities for studentsUsed a variety of teaching approaches | Example student behaviors could include:Used problem-solving strategiesSuggested alternative explanations or approachesPosed questions to peers or instructor |
| **Evidence / Notes:**   |

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| **B3) Instructor encourages students to be reflective about their learning.** |
| Example instructor behaviors could include:Routinely asked for student input and questionsEncouraged students to explain their understanding of conceptsEncouraged students to discuss how they solved a problemEncouraged students to think about what approaches\*are helping them learn  | Example student behaviors could include:Discussed what they understood from the class and how they learned itIdentified anything unclear to themReflected on and evaluated their own progress toward understanding |
| **Evidence / Notes:**    |

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| **B4) Interactions reflect collaborative working relationships and productive discourse among students and between instructor and students.** |
| Example instructor behaviors could include:Organized students for group workInteracted with small groupsProvided clear outcomes for group | Example student behaviors could include:Worked collaboratively or cooperatively Exchanged ideas with peers and teacher |
| **Evidence / Notes:** |

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| **B5) Instructor values intellectual rigor, constructive criticism, and the challenging of ideas** |
| Example instructor behaviors could include: Encouraged input and challenged students’ ideasWas non-judgmental of student questions or explanations Solicited alternative explanations | Example student behaviors could include:Asking thoughtful questionsProvided evidence-based arguments Listened critically to others’ explanationsDiscussed/Challenged others’ explanations (fellow students, TAs, instructors) |
| **Evidence / Notes:**   |

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| **B6) Instructor uses strategies and activities to probe students’ existing knowledge and preconceptions.** |
| Example instructor behaviors could include:Pre-assessed students’ thinking and knowledgeHelped students confront and/or build on ideasRefocused lesson to adapt to student ideas/needs | Example student behaviors could include:Comfort in expressing different or incorrect ideas for discussion Respond to the ideas of other students |
| **Evidence / Notes:**   |

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| **B7) Instructor promotes coherent conceptual understanding in the context of clear learning goals.** |
| Example instructor behaviors could include:Instructor discusses goals with students (either explicitly, or has them presented somewhere)Instructor relates questions or ideas back to broader goals | Example student behaviors could include:Students are aware of broader goals and/or discuss how content they are learning relates to broader goals or big picture |
| **Evidence / Notes:**   |

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| **B8) Instructor makes meaningful connections between content of course and the discipline’s big ideas, as well as to other curricular areas.** |
| Example instructor behaviors could include:Integrated content with other curricular areasApplied content to real-world situationsAsked higher level questionsEncouraged students to extend concepts and skillsRelated content ideas to broader concepts and big ideas | Example student behaviors could include:Made connections with other content areasMade connections between content and personal lifeAsked and answered higher level questionsRecognize how content applies to broader concepts and big ideas  |
| **Evidence / Notes:**   |

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| **B9) Instructor encourages students to generate conjectures, alternative solution strategies, and ways of interpreting evidence (This item is especially appropriate for advanced courses).** |
| Example instructor behaviors could include:Accepted multiple responses to problem-solving situationsProvided example evidence for student interpretationEncouraged students to challenge the text/each other | Example student behaviors could include:Generated conjectures and alternate interpretationsCritiqued alternate solution strategies of teacher and peers |
| **Evidence / Notes:**   |

[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**

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|  **C1) Item 1 description**. [should be identical to B1 above] |  Needs to improve Excellent Job |

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|  **C1) Item 1 description**. [should be identical to B1 above] | Needs improvement Advanced execution |

|  |  |
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|  **C1) Item 1 description**. [should be identical to B1 above] | 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**

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| **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] |
| 𝤿 *Not applicable* |

**Section E: Additional feedback**

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| **Suggestions for the instructor to improve their teaching and/or strengths and positive aspects of the course and/or the instructor’s teaching.** |
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|  **Additional Notes** |
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| **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? |
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