

Penn State
College of the Liberal Arts
Peer Review of Teaching Effectiveness Course Observation Template*
For use in In-person, Hybrid, or Remote Synchronous Courses

Instructor's Name:	Course(s) Reviewed:
Reviewer's Name	Date(s) of Review:

All peer reviews should begin with a preliminary consultation between the reviewer and the faculty member being reviewed. During this consultation, the reviewer will learn more about the faculty member's courses and teaching philosophy and the reviewer and faculty member will decide on the materials to be reviewed and class(es) to be observed.

Teaching Materials Reviewed:

<input type="checkbox"/> Syllabus <input type="checkbox"/> Course Assignments <input type="checkbox"/> Presentation Materials (slides, handouts, etc.)	<input type="checkbox"/> Canvas Page <input type="checkbox"/> Teaching Philosophy Statement <input type="checkbox"/> Other:
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Check all that apply. Use the boxes to the right to describe the context in which your answers appeared and provide specific examples of how the instructor completed/did not complete the tasks marked.

Course Design

	Syllabus and other materials are coherently organized	
	Classroom policies and grading procedures are clearly conveyed	
	Syllabus includes the components required by Faculty Senate Policy 43-00	
	Assessments are sequenced in a way that supports the development of skills and knowledge	
	Learning objectives are clear, challenging, and attainable	
	Course assignments support learning objectives	

Content knowledge

* Adapted from Angela Linse, Schreyer Institute for Teaching Excellence, Penn State. Adapted from Chism, N.V.N. (1999) Chapter 6: Classroom Observation, *Peer Review of Teaching: A Sourcebook*, Bolton, MA: Anker.

	Instructor displays appropriate mastery of course content	
	Instructor sets appropriately high expectations	
	Instructor incorporates current research in the field where relevant	
	Instructor identifies sources, perspectives, and authorities in the field where relevant	

Organization

	Instructor arrives on time	
	Instructor provides goals or objectives for the class session	
	Instructor provides an outline for the class session	
	Instructor uses educational technology effectively	
	Instructor summarizes material periodically and at the end of class	

Presentation

	Instructor speaks clearly and audibly	
	Instructor establishes and maintains eye contact	
	Instructor's pace permits students to understand and take notes	
	Instructor uses visual aids effectively	

Clarity

	Instructor explains new concepts clearly and effectively	
	Instructor uses relevant examples to explain content	
	Instructor provides students opportunities to ask questions	
	Instructor answers student questions effectively	

Classroom environment

	Instructor invites student participation and comments	
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	Instructor uses positive reinforcement	
	Instructor draws non-participating students into activities/discussions	
	Instructor effectively guides the direction of the discussion	
	Instructor mediates differences of opinion	
	Instructor attends respectfully to student comprehension or puzzlement	

Additional Comments

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Overall Evaluation

☐ Excellent
 ☐ Very Good
 ☐ Good
 ☐ Adequate
 ☐ Unsatisfactory

Signature of Reviewer:

Date: