

College of Education and P-16 Integration Guidelines for Peer Observations of Teaching

As the College of Education and P-16 Integration, we are committed to preparing highly effective educators able to support the needs of diverse learners and ensure positive academic and affective educators. Likewise, we believe our faculty should demonstrate the same competencies as appropriate for adult learners. Peer observations of teaching is one means by which we support our faculty in developing and expanding their instructional repertoire. Thus, peer observation of teaching feedback should be substantive and provide formative developmental feedback to the faculty member.

Peer observations of teaching must adhere to the CEP guidelines as well as the UTRGV guidelines
<https://www.utrgv.edu/cep/resources/faculty-staff-forms/documents/guidelines-for-peer-observation-of-teaching.pdf>

The Department Chair is responsible for providing faculty a copy of the department guidelines and any corresponding rubrics, templates, etc., for Peer Observations of Teaching no later than one week prior to the first day of class.

Scope

This policy applies to all full-time faculty whose duties consist of teaching organized courses, including hybrid and online courses, and/or clinical instruction. The policy also applies to full-time faculty who hold administrative appointments at 50% or less.

Frequency

Frequency of observations are detailed below. More frequent observations may be requested.

1. All tenure-track faculty shall be observed at least once per academic year.
2. All tenured faculty shall be reviewed at least once every three years.
3. Faculty members with the rank of Lecturer I, Lecturer II, and Lecturer III, or Assistant Professor in Practice, and Associate Professor in Practice shall be observed at least once per academic year.
4. Faculty members with the rank of Senior Lecturer and Professor in Practice shall be observed at least once every three years.

Distribution of Peer Observer Summary

The peer observer summary is given to the reviewed faculty member only. Inclusion in the evaluation dossier is the faculty member's responsibility. While faculty may be observed more often than the minimum frequency noted above, inclusion of observation summaries beyond the minimum frequency is at the discretion of the faculty member.

Elements of the Peer Observation of Teaching Feedback Summary Written feedback must be provided to the faculty member to include:

- Name and signature of faculty member
- Name and signature of peer observer
- Name and course number of observed class
- Date of any pre-observation meeting
- Date of observation(s)
- Date of any post-observation meeting
- A narrative written by the observed faculty member describing what he/she has learned from the peer observation process and any plans for improvement or development.
 - This summary report should be based on course material such as syllabus and assignments, at least one visit to the reviewed faculty's class (with virtual visits for online courses), and pre-/post-observation meetings between the faculty member and the peer observer.

Following are some suggestions on discussion points for peer observers as well a suggested content for the Peer Observation of Teaching Summary:

- Possible discussion points:
 - Learning objectives for the course
 - Concept behind the design of the course (syllabus to be provided)
 - Teaching philosophy and methods utilized
 - Assessment methods (sample assessment can be provided)
 - Classroom management style
- Suggested content for summary:
 - How well the course material and classroom activities align with the learning objectives for the course.
 - Strengths and/or weaknesses of presentation style, student-instructor and student-student interaction, classroom management, etc.
 - Feedback on syllabus, assessment methods, and other teaching materials.
 - Description of overall strengths and areas for improvement as an instructor.