

**Department of Organization & School Leadership**

**Online Peer Observation Form**

A peer observation is an observation and a conversation between the Peer Observer and at the Reviewed Faculty on how the Reviewed Faculty can with suggestions improve his or her teaching. A peer evaluation is not intended to be an evaluation.

Reviewed Faculty Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Number and Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Pre-Observation Conference \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Observation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation Time entered\_\_\_\_\_\_\_\_\_\_\_ Time Left \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Post-Observation Conference \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Learner Support & Resources

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| **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| Course contains limited information for online learner support and links to campus resources. | Course contains some information for online learner support and links to campus resources. | Course contains extensive information about being an online learner and links to campus resources. |
| Course provides limited course-specific resources, limited contact information for instructor, department and/or program. | Course provides some course-specific resources, some contact information for instructor, department and program. | Course provides a variety of course-specific resources, contact information for instructor, department and program. |
| Course offers access to a limited number of resources supporting course content. | Course offers access to some resources supporting course content. | Course offers access to a wide range of resources supporting course content. |

**Learner Support Formative Feedback:**

#### Online Organization & Design.

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| **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| Much of the course is under construction, with some key components identified such as the syllabus. | Course is organized and navigable. Students can understand the key components and structure of the course. | Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course. |
| Course syllabus is unclear about what is expected of students. | Course syllabus identifies and delineates the role the online environment will play in the course. | Course syllabus identifies and clearly delineates the role the online environment will play in the total course. |
| Aesthetic design does not present and communicate course information clearly. | Aesthetic design presents and communicates course information clearly. | Aesthetic design presents and communicates course information clearly throughout the course. |
| Web pages are inconsistent both visually and functionally. | Most web pages are visually and functionally consistent. | All web pages are visually and functionally consistent throughout the course. |
| Accessibility issues are not addressed. | Accessibility issues are briefly addressed. | Accessibility issues are addressed throughout the course. |

**Online Organization & Design Formative Feedback:**

#### Instructional Design & Delivery

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| **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content. | Course offers some opportunities for interaction and communication student to student, student to instructor and student to content. | Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content. |
| Course goals are not clearly defined and do not align to learning objectives. | Course goals are defined but may not align to learning objectives. | Course goals are clearly defined and aligned to learning objectives. |
| Learning objectives are vague or incomplete and learning activities are absent or unclear. | Learning objectives are identified and learning activities are implied. | Learning objectives are identified and learning activities are clearly integrated. |
| Course provides few visual, textual, kinesthetic and/ or auditory activities to enhance student learning. | Course provides some visual, textual, kinesthetic and/or auditory activities to enhance student learning. | Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning. |
| Course provides limited or no activities to help students develop critical thinking and/or problem solving. | Course provides some activities to help students develop critical thinking and/skills or problem-solving skills. | Course provides multiple activities that help students develop critical thinking and problem-solving skills. |

#### Instructional Design & Delivery Formative Feedback:

#### IV. Assessment & Evaluation of Student Learning

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| **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| Course has limited activities to assess student readiness for course content and mode of delivery. | Course has some activities to assess student readiness for course content and mode of delivery. | Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery. |
| Learning objectives, instructional and assessment activities are not closely aligned. | Learning objectives, instructional and assessment activities are somewhat aligned. | Learning objectives, instructional and assessment activities are closely aligned. |
| Assessment strategies are used to measure content knowledge, attitudes and skills. | Ongoing strategies are used to measure content knowledge, attitudes and skills. | Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills. |
| Opportunities for students to receive feedback about their own performance are infrequent and sporadic. | Opportunities for students to receive feedback about their own performance are provided. | Regular feedback about student performance is provided in a timely manner throughout the course. |
| Students' self-assessments and/or peer feedback opportunities are limited or do not exist. | Students' self-assessments and/or peer feedback opportunities exist. | Students' self-assessments and peer feedback opportunities exist throughout the course. |

#### Assessment & Evaluation of Student Learning Formative Feedback:

#### V. Innovative Teaching with Technology

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| **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| Course uses limited technology tools to facilitate communication and learning. | Course uses some technology tools to facilitate communication and learning. | Course uses a variety of technology tools to appropriately facilitate communication and learning. |
| New teaching methods are applied to enhance student learning. | New teaching methods are applied to innovatively enhance student learning. | New teaching methods are applied and innovatively enhance student learning, and interactively engage students. |
| Multimedia elements and/or learning objects are limited or non-existent. | Multimedia elements and/or learning objects are used and are relevant to student learning. | A variety of multimedia elements and/or learning objects are used and are relevant to student learning throughout the course. |
| Course uses Internet access and engages students in the learning process. | Course optimizes Internet access and effectively engages students in the learning process. | Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course. |

#### Innovative Teaching with Technology Formative Feedback:

#### VI. Faculty Use of Student Feedback.

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| **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| Instructor offers limited opportunity for students to give feedback to faculty on course content. | Instructor offers some opportunities for students to give feedback on course content. | Instructor offers multiple opportunities for students to give feedback on course content. |
| Instructor offers limited opportunity for students to give feedback on ease of online technology in course. | Instructor offers some opportunities for students to give feedback on ease of online technology in course. | Instructor offers multiple opportunities for students to give feedback on ease of online technology in course. |
| Instructor uses student feedback at the end of the semester to help plan instruction and assessment of student learning for the next semester. | Instructor requests and uses student feedback a couple times during the semester to help plan instruction and assessment of student learning for the rest of the semester. | Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester. |

#### Faculty Use of Student Feedback Formative Feedback:

**Open-ended Questions/Responses from the Peer Observer**

1. Describe what went well during the lesson:
2. Describe challenges that might have been present throughout the lesson.
3. Describe what might be changed for the next time.

**Written Narrative (Self-reflection from the Reviewed Faculty)**

The Reviewed Faculty provides a written narrative what he or she has learned from the peer observation process and any plans for improvement or development.

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Signature of Peer Observer Signature of Reviewed Faculty

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Date of Post Observation Meeting

**Timeline**

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| **Timeline** | **Action** | **Responsible Party** |
| No later than one week prior to first day of class (Provided during the department retreat) | Provide faculty member with department guidelines for Peer Observation Form | Department Chair |

#### Rubric for Online Instruction

This rubric is based on the "Seven Principles of Good Practice in Undergraduate Education" developed by the American Association of Higher Education. These principles are the result of a study conducted by Chickering and Gamson (1987), a meta-analysis of 50 years of research on effective teaching practices. These principles apply to teaching and learning in any environment.

1. **Good practice encourages interaction between students and faculty.**

Frequent student-faculty contact in and out of class is a most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. It also enhances students' intellectual commitment and encourages them to think about their own values and plans.

2. **Good practice encourages interaction and collaboration between students.**

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's ideas and responding to others improves thinking and deepens understanding.

**3. Good practice uses active learning techniques.**

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what the learn part of themselves.

**4. Good practice gives prompt feedback.**

Knowing what you know and don't know focuses your learning. In getting started, students need help in assessing their existing knowledge and competence. Then, in classes, students need frequent opportunities to perform and receive feedback on their performance. At various points during college, and at its end, students need chances to reflect on what they have learned, what they still need to know, and how they might assess themselves.

**5. Good practice emphasizes time on task.**

Time plus energy equals learning. Learning to use one's time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.

**6. Good practice communicates high expectations.**

Expect more and you will get it. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy.

**7. Good practice respects diversity--talents, experience, and ways of learning.**

Many roads lead to learning. Different students bring different talents and styles to college. Brilliant students in a seminar might be all thumbs in a lab or studio; students rich in hands-on experience may not do so well with theory. Students need opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

The Rubric for Online Instruction by [California State University, Chico](http://www.csuchico.edu/celt/roi/) is licensed under a [Creative Commons Attribution 3.0 United States License](http://creativecommons.org/licenses/by/3.0/us/).