**BRIEF TEACHING OBSERVATION RATING SCALE**

|  |  |  |
| --- | --- | --- |
| Name of faculty observed:  | Rank: | Date: |
| Name of observer: | Rank:  |  |
| Form: □ face-to-face | Course number: | Attendance: |
|  □ i-course | Course Title: | Enrollment: |
|  |
| Evaluators must be of equal or higher rank and knowledgeable in the particular form (face-to-face, online) and content of teaching evaluated. Teaching evaluations should offer feedback to improve teaching and/or data to compare against benchmarks. Please follow these FOUR steps when conducting peer reviews of teaching via observations. |
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| **□ 1. Ahead of the observation, discuss the course and goals for the review with the instructor.** In some cases, selecting some major areas to be rated (at least 5 areas) could be most useful based on the goals for the observation and planned instructional activities. |
| **□ 2. Gather observation of teaching data (e.g., in-person lecture, blackboard course shell).** |
| **□ 3. Use the scale below to rate each major area based on the data gathered in Step 2. When providing ratings, please avoid biases that could be present in the review. [1]** **□ 4. After completing the scale below, discuss the outcomes of the review with the instructor.** |

**Response scale**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Major Area** | **Items** | Very evident  |  |  |  | Not evident |  |
| Activities | 1. Includes appropriate learning activities.…..
 | 1 | 2 | 3 | 4 | 5 | n/a |
| Knowledge | 1. Demonstrates thorough knowledge of the subject area................................................
 | 1 | 2 | 3 | 4 | 5 | n/a |
| Materials | 1. Provides appropriate written materials and/or visuals………………………………...
 | 1 | 2 | 3 | 4 | 5 | n/a |
| Assessment | 1. Asks questions appropriate for the level of learner………………………………………...
 | 1 | 2 | 3 | 4 | 5 | n/a |
| Organization | 1. Organizes content logically…………………
 | 1 | 2 | 3 | 4 | 5 | n/a |
| Presentation | 1. Delivers content clearly…….……………….
 | 1 | 2 | 3 | 4 | 5 | n/a |
| Responsiveness | 1. Engages students’ interests and attention..
 | 1 | 2 | 3 | 4 | 5 | n/a |
| Interactions | 1. Encourages/requires participation and moderates discussions……………………
 | 1 | 2 | 3 | 4 | 5 | n/a |
|  |
| Overall rating of teaching observation indicated by placing an X in one of the boxes below |
| High Merit | Merit | Satisfactory | Unsatisfactory |
|  |  |  |  |  |  |  |  |  |  |

**Comments, Considerations, Data Sources:**

Resources

**[1]** This brief paper from the Center for Research on Learning and Teaching at the University of Michigan offers some information on the impact of gender and race on faculty experiences with teaching. <http://www.crlt.umich.edu/publinks/CRLT_no19.pdf>

References

Braskamp, L.A. & Ory J.C. (1994). *Assessing faculty work: Enhancing individual and institutional performance*. Jossey-Bass: San Francisco. [http://library.lib.asu.edu/record=b2703109](http://library.lib.asu.edu/record%3Db2703109) Hayden Stacks LB2333 .B68 1994

Classroom Observation Worksheet, Univ. of Minnesota Center for Teaching and Learning, <http://www1.umn.edu/ohr/teachlearn/resources/peer/index.html>

Peer Review of Teaching Protocol. University of Arizona. <http://oia.arizona.edu/project/peer-review-teaching-protocol>