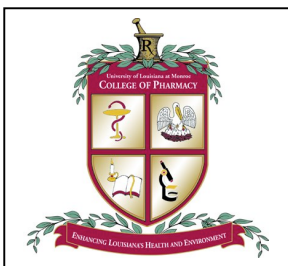


GUIDELINES FOR PEER EVALUATION

1. The appropriate Department Head will complete a peer evaluation on new faculty for his/her first two semesters of teaching.
2. Peer evaluations are to be completed on all full-time and part-time faculty, but not guest lecturers.
3. Following the first two semesters of employment, non-tenured faculty will be evaluated each semester by a faculty member chosen by the Department Head.
4. Tenured faculty will be evaluated annually by a faculty member chosen by the Department Head.
5. The Department Head will be evaluated annually by a faculty member chosen by the Dean.
6. The original Peer Evaluation will be submitted to the faculty member being evaluated; two copies will be made and submitted to the Department Head.
7. In addition to the required peer evaluations, faculty may request additional evaluations for formative purposes. These may be conducted by the faculty member of their choice.



**PEER EVALUATION OF TEACHING
OBSERVATION WORKSHEET
COLLEGE OF PHARMACY**

Instructor _____ Course _____

Date _____ Observer _____

GUIDELINES FOR PEER REVIEW:

1. A pre-evaluation consultation in which the instructor provides the peer evaluator(s) with course materials should occur. During this consultation, the parties should have an initial discussion about these materials, goals for the course, methods of instruction, and plans for the class session(s) to be observed.
2. Peer evaluation must include observation of at least one class meeting and preferably more than one such meeting.
3. Peer evaluation must include a post-evaluation consultation, conducted no later than one week after the final observation by the peer evaluator(s). In this consultation, the evaluator(s) will present the instructor with at least a preliminary version of the report(s) that will be submitted to the instructor's department head. It is the responsibility of the evaluator(s), who agreed to participate in the peer evaluation, to set up this consultation.
4. Evaluators should use this list of instructor behaviors as a guide to making observations, not as a list of required characteristics. Only complete the sections for which you observed that designated teaching mode.

| A. Class Organization | <i>DNO</i> | <i>NSD</i> | <i>ND</i> | <i>A</i> | <i>AW</i> |
|---|------------|------------|-----------|----------|-----------|
| Begins/ends class on time | 0 | 1 | 2 | 3 | 4 |
| Clearly states purpose / objectives of the lesson | 0 | 1 | 2 | 3 | 4 |
| Relates lesson to previously covered material | 0 | 1 | 2 | 3 | 4 |
| Presents material in a logical sequence | 0 | 1 | 2 | 3 | 4 |
| Paces lesson appropriately | 0 | 1 | 2 | 3 | 4 |
| Summarizes major points of lesson | 0 | 1 | 2 | 3 | 4 |
| Comments: | | | | | |
| | | | | | |

DNO=did not observe; NSD=needs significant development; ND=needs development; A=accomplished; AW=accomplished well

| B. Presentation | <i>DNO</i> | <i>NSD</i> | <i>ND</i> | <i>A</i> | <i>AW</i> |
|--|------------|------------|-----------|----------|-----------|
| Presented or explained content clearly | 0 | 1 | 2 | 3 | 4 |
| Used examples to clarify points | 0 | 1 | 2 | 3 | 4 |
| Varied explanations for complex and difficult material | 0 | 1 | 2 | 3 | 4 |
| Emphasized important points | 0 | 1 | 2 | 3 | 4 |
| Demonstrated and stimulated enthusiasm for subject | 0 | 1 | 2 | 3 | 4 |
| Defined unfamiliar terms, concepts and principles | 0 | 1 | 2 | 3 | 4 |
| Used graphics or visual aids to support presentation | 0 | 1 | 2 | 3 | 4 |
| Projected voice clearly, with intonation; easily heard | 0 | 1 | 2 | 3 | 4 |
| Responded to nonverbal cues of confusion, boredom, and curiosity | 0 | 1 | 2 | 3 | 4 |
| Comments: | | | | | |
| | | | | | |

| C. Class Interaction | <i>DNO</i> | <i>NSD</i> | <i>ND</i> | <i>A</i> | <i>AW</i> |
|--|------------|------------|-----------|----------|-----------|
| Encouraged student questions | 0 | 1 | 2 | 3 | 4 |
| Asked questions to monitor student understanding | 0 | 1 | 2 | 3 | 4 |
| Waited sufficient time for students to answer questions. | 0 | 1 | 2 | 3 | 4 |
| Provided opportunities for students to interact together to discover/discuss or practice content points. | 0 | 1 | 2 | 3 | 4 |
| Comments: | | | | | |
| | | | | | |

| D. Instructor Attitudes | <i>DNO</i> | <i>NSD</i> | <i>ND</i> | <i>A</i> | <i>AW</i> |
|--|------------|------------|-----------|----------|-----------|
| Showed enthusiasm for the content | 0 | 1 | 2 | 3 | 4 |
| Showed respect for student questions and answers | 0 | 1 | 2 | 3 | 4 |
| Comments: | | | | | |
| | | | | | |

| E. Course Documents | <i>DNO</i> | <i>NSD</i> | <i>ND</i> | <i>A</i> | <i>AW</i> |
|--|------------|------------|-----------|----------|-----------|
| Prepared student for lesson with appropriate assigned reading | 0 | 1 | 2 | 3 | 4 |
| Followed presentation handout/syllabus | 0 | 1 | 2 | 3 | 4 |
| Presented helpful written materials (syllabi and objectives, handouts) to reinforce key points | 0 | 1 | 2 | 3 | 4 |
| Comments: | | | | | |
| | | | | | |

| F. Audio-Visual / Distance Education | <i>DNO</i> | <i>NSD</i> | <i>ND</i> | <i>A</i> | <i>AW</i> |
|---|------------|------------|-----------|----------|-----------|
| Aware of body language | 0 | 1 | 2 | 3 | 4 |
| Monitors TV appearance / movement appropriate | 0 | 1 | 2 | 3 | 4 |
| Uses equipment effectively | 0 | 1 | 2 | 3 | 4 |
| Checks voice loudness with students | 0 | 1 | 2 | 3 | 4 |
| Facilitates closure at end of session | 0 | 1 | 2 | 3 | 4 |
| Comments: | | | | | |
| | | | | | |

Overall Narrative Summary:

1. What were the instructor's major strengths as demonstrated in this observation?

2. What suggestions do you have for improving this instructor's skills?