**Faculty Peer Observation Questionnaire**

This peer observation form must be used to complete a teaching observation for an instructor. The procedure outlined in this form is intended to supply faculty members with information about a peer observer’s sense of teaching effectiveness within the criteria of communication effectiveness, student engagement, development of student skills, and the student’s understanding of presented information. Peer observers are highly encouraged to have a discussion with the instructor under review prior to the observation to gather information about the course and class to be evaluated. Peer observers are also highly encouraged to attend the full length of the class period under observation. Peer observers also should provide constructive feedback that can serve to inform the instructor’s teaching effectiveness and how it is meeting the department’s goals in supporting teaching excellence and student learning.



**Course Overview/Syllabus Review**

**(Information Gathered Prior to Classroom Observation)**

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| Instructor: | Course: | Number of Students Enrolled: |
| Peer Observer: | Location: | Scheduled Date/Time: |

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| --- | --- |
| Based on our department’s student learning goals, which of the following goals are met in this course? Please check all that apply.  \_\_\_\_ Students should understand the sociological perspective and the foundational concepts/elements of sociology.  \_\_\_\_ Students should understand and apply sociological theories.  \_\_\_\_ Students should understand, evaluate, and use a variety of methods in sociology.  \_\_\_\_ Students should understand, analyze, and evaluate social scientific data.  \_\_\_\_ Students should use sociological knowledge to inform policy debates and public understandings of social  issues. | |
| Is the syllabus clear, easy to follow, and does it provide students with an overview of course schedule, assignments, and expectations? | What is/are the goal(s) for the class you will observe, and were they met based on your observation(s)? |
| Are Student Learning Outcomes present and written as measurable targets for student learning? | Do Student Learning Outcomes target multiple levels of [Bloom’s taxonomy](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) and are they sequenced to scaffold higher levels of learning? |
| Which of the following skills does the course help students develop: critical thinking, data analysis, data/research literacy, communication skills, theoretical/conceptual application? | Are opportunities to measure student learning present and aligned with learning outcomes? |
| Comments: | |

**In-Person Classroom Observation and Peer Observer Recommendations**

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| Please provide a narrative overview of the class you observed, including a discussion of the teaching methods employed. |
| What do you believe the instructor has done especially well in conducting this class? |
| What might the instructor do to enhance their teaching? |
| Is there anything else you would like to add? |

**Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**