**Online Teaching Peer Evaluation Rubric**

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 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**

**(Information Gathered Prior to Peer Teaching Observation)**

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

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| --- | --- |
| What is the subject of the course?  | What is the format of the course (synchronous or asynchronous)? |
| What are the goals for the course? | If synchronous, what is/are the goal(s) for the class you will observe? |
| Other Comments: |

**Faculty Peer Observation Review Questionnaire**

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| **Missing from course**  | **Criteria** | **Where I see this in the course/Evidence of Meeting/Exceeding Standards** |
| **I. Course Design** |
|  | ***Course structure and navigation***A logical, consistent and uncluttered course structure is established. The course is easy to navigate and visually uncluttered. |  |
|  | ***Course welcome***Course includes welcome from the instructor and thorough ‘getting started’ instructions. |  |
|  | ***Technology access***Guidelines for accessing all technologies are fully explained. Invitation for students to express technology access issues is transparent. Instructor uses diversified technology platforms/modalities for learning. |  |
|  | ***SLOs***Student Learning Outcomes are present at course and unit level, and written as measurable targets for student learning. |  |
|  | ***SLOs***Student Learning Outcomes target multiple levels of Bloom’s taxonomy, and are sequenced to scaffold higher levels of learning. |  |
|  | ***Development of student skills***The course seeks to foster development of skills for students, which may include: critical thinking, data analysis, data/research literacy, communication skills, theoretical/conceptual application, effective communication skills  |  |
|  | ***Assessment***Opportunities to measure student learning in multiple contexts are present and aligned with learning outcomes. Expectations are explicit and clearly stated. |  |
|  | ***Course expectations***Online activities, discussions, and assignments are written with explicit instructions for how to participate,when responses or submissions are expected, and how the activities are assessed. |  |
| **II. Course Facilitation** |
|  | ***Active Learning -- Activities***Course provides learners with activities and processes that encourage active processing and reflection. |  |
|  | ***Active Learning -- Resources***Course provides a variety of engaging resources that scaffold understanding and support learning and engagement. |  |
|  | ***Feedback***Expectations for timely and regular feedback from the instructor are clearly stated on the syllabus. |  |
|  | ***Presence (teaching)***Instructor provides opportunities for engaging with students and provides a weekly presence as facilitator through guiding expectations and responding to feedback. |  |
|  | ***Diversity, Inclusion, and Accessibility*** Course content, activities, and instructor statements consistently demonstrate that diverse identities, backgrounds, and perspectives are valued in the course. Instructor provides clear connections between content and applicability of content to an increasingly diverse and global world. Instructor signals to students they are open for students to pose questions and concerns. Effort is made to assure that all students have equal access to course materials. |  |
|  | ***Images and Representations***Materials, resources and references are used that cover a variety of perspectives and a diverse array of scholarly identities and historically underrepresented authors when possible. Use language, socio-cultural contexts, and images that reflect human diversity.  |  |

**V. Peer Observation Recommendations**

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| What do you believe the instructor has done especially well in conducting this course?  |
| What might the instructor do to enhance the course? |
| Is there anything else you would like to add? |

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