

Peer Observation Rubric

Faculty:

Course:

College:

Modality:

- Face-to-Face
- Face-to-Face/Online Hybrid
- Online Hybrid (Synchronous Sessions)
- Online Asynchronous

Observer:

Number of Students:

Department:

Date:

Topic(s) Covered:

Predominant Teaching Methodology:

Classroom Layout:

Note: the checklists below are not intended to be exhaustive of teaching practice, nor is it assumed that faculty members should or will demonstrate all of the specific teaching behaviors included in these checklists.

Content Knowledge

How well does the faculty appear to know the content?

Note: This observation is not designed to determine the faculty's content knowledge, but to observe how the students respond to the faculty's perceived content knowledge.

- Knows the discipline, going beyond mere facts to present important concepts
- Uses appropriate examples and illustrations
- Teaches to a broad range of students
- Presents concepts in a variety of ways
- Responds appropriately to student questions
- Content covered is appropriate to the course
- Provides appropriate context and background
- Cites relevant scholarship
- Presents divergent viewpoints

Likert Scale

From a scale of 1 to 5, choose the level of achievement observed in this category. 1 is the lowest, 5 is the highest.:

2

Comments:

Organization and Preparation

How well does it appear the faculty prepared for class?

- Understands what is to be addressed and how and why
- Conveys the plan to students either initially or as the class progresses or concludes
- Links concepts to course/lesson objectives/outcomes
- Progresses logically with clear transitions and/or references to material covered earlier or coming up
- Integrates visual aids and technology to enhance learning
- Displays good classroom management skills
- Presents content in a logical sequence
- Uses an appropriate pace for student understanding
- Provides a summary

Likert Scale

From a scale of 1 to 5, choose the level of achievement observed in this category. 1 is the lowest, 5 is the highest.:
2

Comments:

Materials

Are the materials used effectively?

- Uses content that matches course goals
- Uses content that is rigorous and challenging
- Uses content that is appropriate to student experience and knowledge
- Adequately prepared
- Uses handouts and other materials that are thorough and facilitated learning
- Effectively uses audio/visual materials
- Includes written assignments

Likert Scale

From a scale of 1 to 5, choose the level of achievement observed in this category. 1 is the lowest, 5 is the highest.:
2

Comments:

Engagement

How well does the faculty engage students in learning? *Note: Engagement in a small seminar class will obviously look different than engagement in a large lecture class with students seated in an auditorium. The discipline, class size, course level and UTSA student culture can impact these criteria.*

- Keeps students focused on the material being covered
- Students were interested, enthusiastic and participated
- Utilizes effective questioning techniques
- Creates rapport with students
 - Welcomes students to the session
 - Uses icebreaker activities
 - Actively creates a learning community
- Uses student names
- Encourages questions
- Encourages discussion
- Answers students effectively
- Responds to student communications
- Paces content appropriately for student level, activity
- Restates questions and/or comments
- Suggests further questions and/or resources
- Shows concern for individual student needs
- Exhibits awareness of student interests and needs

Likert Scale

From a scale of 1 to 5, choose the level of achievement observed in this category. 1 is the lowest, 5 is the highest.:

2

Comments:

Active Learning Strategies

Does the faculty use active learning strategies?

- Uses active learning strategies
 - In-class writing
 - Analysis of quotes, video, artifacts
 - Group discussions
 - Student-led discussions
 - Debates
 - Case studies
 - Concept maps
 - Role play
 - Think aloud problem solving
 - Jigsaws
 - Learning logs, journals
 - Service Learning
 - Experiential Learning
 - Other:

Likert Scale

From a scale of 1 to 5, choose the level of achievement observed in this category. 1 is the lowest, 5 is the highest.:

2

Comments:

Technology and Innovation

How well does the faculty use technology for learning?

- Effectively uses audio/visual materials
- Integrates technology effectively to enhance learning
- Uses presentation/slides that are clear and easy to read
- Uses polling for engagement and assessment
- Requires students to complete assignments using technology
- Students use devices for learning in the classroom
- Other:

Likert Scale

From a scale of 1 to 5, choose the level of achievement observed in this category. 1 is the lowest, 5 is the highest.:

2

Comments:

Clarity and Understanding

How well do the students seem to understand the faculty?

- Speaks clearly and distinctly
- Uses examples, provides equations, or relates topics to relevant personal examples
- Uses experiences drawn from students' experiences
- Uses concrete examples to "ground" abstract concepts
- Projects voice and/or can be heard clearly
- Varies intonation
- Provides clear explanations
- Makes eye contact (with students, cameras, etc)
- Responds effectively
- Defines difficult terms, concepts, principles
- Uses examples
- Varies explanations for difficult material
- Uses humor appropriately

Likert Scale

From a scale of 1 to 5, choose the level of achievement observed in this category. 1 is the lowest, 5 is the highest.:

2

Comments:

Enthusiasm

Does the faculty seem enthusiastic about teaching?

- Cares about the subject matter, the students, and teaching
- Clearly wants to be present
- Uses students' names
- Interacts with respect for student identities and learning
- "Reads" students' comprehension as the lesson progresses
- Responds carefully to student comments
- Uses probing questions, paraphrases, and refers to previous contributions

Likert Scale

From a scale of 1 to 5, choose the level of achievement observed in this category. 1 is the lowest, 5 is the highest.:

2

Comments:

Assessment

Does the faculty use formative and summative assessment techniques?

- Uses in-class, formative assessment practices
 - Background knowledge probes
 - Muddiest point exercises
 - Defining features matrix
 - Ungraded in-class writing exercises, such as minute papers
 - Discussions
 - Questioning
 - Other:

- Uses out-of-class, summative assessment practices
 - Class participation
 - In-class writing exercises, graded
 - Presentations
 - Examinations
 - Projects
 - Other:

Likert Scale

From a scale of 1 to 5, choose the level of achievement observed in this category. 1 is the lowest, 5 is the highest.:

2

Comments:

Reflective Practice

Reflect on the session and provide comments on what you found to be:

The most challenging? The most surprising? The most successful?

Above and Beyond

What does the faculty do to go above and beyond the average requirements of teaching? How does the faculty use best practices for technology, innovative techniques or software, or other activities that demonstrate exemplary teaching?

Comments:

Overall Comments