BROWN
Division of Biology and Medicine

Peer Observation of Teaching

Guidelines and Rubric for Biology Departments

According to the TPAC *Guidelines for Peer Observation of Teaching*, an effective peer observation involves a pre-observation meeting, the observation, a post-observation meeting, and final letter to the Departmental Chair. This form should be filled out in full, using all check boxes and comment sections. A copy of the form will be submitted with the final observation letter to the Departmental Chair.

I. Pre-observation

Observer's Name and Title:	
Course observed (Number, Title):	

Instructor's stated course goals:

Use this section prior to the classroom observation. Fill out all sections including comments. Please review your colleague's course syllabus, Canvas page, and/or website. Note the presence of the characteristics of inclusive, engaging, and clear material in the table below.

Y/N/S/NA indicates *Yes/No/Sometimes/Not Applicable.*

1. Course syllabus & Canvas course page

Y/N/S/NA	Review Item	Comments
	The course syllabus is clear and user friendly for students.	
	Course learning goals are clearly articulated.	
	A range of assignments are offered for students to showcase learning.	
	Grading of assignments is clear with rubrics and explanation of how points will be awarded.	

	The course uses a variety of instructional techniques.	
	Canvas course page is clear and used effectively to engage students with material.	

II. Observation

Date:	
Approximate enrollment during observation:	

Portion of course observation (primary lecture, lab, discussion, other):

Use this section for notetaking during your observation. Fill out all sections including comments. As the lesson progresses, note whether the following behaviors are present in the table below.

Y/N/S/NA indicates *Yes/No/Sometimes/Not Applicable.*

2. Lesson Organization

Y/N/S/NA	Review Item	Comments
	Connected the lesson with past content and clearly articulates goals for the day.	
	Provided overview/outline for the lesson.	
	Used a variety of instructional techniques (i.e. individual/group practice and applications, lecture, discussion, etc.)	
	Clarified concepts and principles.	
	Used examples during instruction.	

	Provided clear transitions.	
	Summarized major points of lesson.	

3. Lesson Implementation

Y/N/S/NA	Review Item	Comments
	Encouraged students to ask questions or make comments during lectures.	
	Developed student learning through active participation in lesson activities.	
	Incorporated students' ideas into lecture.	
	Paced lesson appropriately to allow time for students to grapple with ideas or apply concepts.	
	Promoted critical thinking (comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion).	
	Made disciplinary thinking, reasoning, or performance visible so students see how an expert thinks about the lesson topic and/or approaches problem solving in the discipline.	

4. Instructor Engagement

Y/N/S/NA	Review Item	Comments
	Exhibited enthusiasm for teaching and the lesson content.	
	Responded to signs of student disengagement.	
	Used students’ names.	
	Used gestures, eye contact, expressions effectively to engage with students.	
	Showed respect and sensitivity to diverse learners.	

	Talked with students informally before and/or after class.	
	Frequently checked student understanding or performance.	

5. Student Engagement

Y/N/S/NA	Review Item	Comments
	Students were eager to ask questions.	
	Students willingly participated in in-class activities.	
	Students demonstrated or verbalized understanding of the lesson/content.	
	Students knew classroom routines, behavioral expectations and consequences.	
	Students had good rapport with the instructor.	
	Students engaged in the class at multiple intervals throughout the observation.	

III. Post-observation Meeting

The post-observation meeting with the instructor is an opportunity to share overall impressions and offer constructive feedback on the course, ask follow up questions, and request additional information to add depth to the rubric notes.

IV. Final Letter

The rubric and accompanying notes should be used specifically when writing the observation letter for the Departmental Chair. A copy of this form (your notes taken on the rubric form sections 1 & 2) should be turned in with the final observation letter.

The letter should address each of the five major sections in the rubric:

1. Syllabus & course page
2. Lesson organization,
3. Lesson implementation
6. Instructor engagement
7. Student engagement