



TEXAS TECH™

Teaching Academy

Teaching, Learning
& Professional
Development Center

TEMPLATE Peer Teaching Observation

Instructor:

Course/Topic:

Date:

Time:

Observer:

Note: This template can be used with or without the scoring system. The bullet points are meant to guide the types of positive behavior to recognize. If something is not “checked”, it does not mean that you did something poorly or missed a particular teaching element. It may just indicate that during this particular observation, the trait was not observed.

If desired, the following scale may be used to guide your evaluation of teaching effectiveness:

X = unable to observe 1 = deficient 2 = weak 3 = average 4 = strong 5 = outstanding

Review of Materials

Syllabus – Contains [Texas Tech Required and Optional Language](#) (OP 32.06)

Score

Required:

- Course outline
- Expected learning outcomes from the course
- Methods of assessing those outcomes
- Criteria for grade determination
- ADA Statement
- Academic Integrity Statement
- Religious Holy Day Statement

AI Use Statements:

- AI use is encouraged and allowed
- AI use is allowed only for specific assignments
- AI use is prohibited
- No AI Use statement included

Recommended

- A clear description of assignments and indications of sequence in which topics will be covered.
- Description of materials needed for course, such as texts, readings, and equipment.
- Exam schedule congruent with University requirements, i.e., first exam before drop deadline, no exam during final week of classes, adherence to final exam schedule.
- A clear statement of expectations for student performance (attendance, participation, etc.) and criteria for evaluation on these activities.
- Indication of availability for consultation with students (office hours).

Exams	
Score	<ul style="list-style-type: none"> ○ Assessment of learning outcomes. ○ Presentation of questions in clear and comprehensible format. ○ Adequate opportunities for successful performance, e.g., a sufficient number of exams, sufficient number of questions, etc.
Course Materials	
Score	<ul style="list-style-type: none"> ○ Handouts, videos, websites, and other materials appear to be relevant and informative ○ Required texts and materials are used sufficiently to justify their purchase by students. ○ Materials are well designed and easy to understand.

Classroom Performance

Organization	
Score	<ul style="list-style-type: none"> ○ Starts class on time previewing the lecture/discussion content creating an environment conducive to learning. ○ Clearly states the goal or objective for the period ○ Reviews background material to prepare students for the content to be covered ○ Instructor's knowledge of subject is evident ○ Provides internal summaries and transitions ○ Does not digress often from the main topic ○ Organizes time efficiently; appears well-prepared for class ○ Summarizes and distills main points at the end of class
Presentation/Classroom Atmosphere	
Score	<ul style="list-style-type: none"> ○ Effective, flexible, and appropriate variation in style of presentation ○ Communicates a sense of enthusiasm and excitement about the content ○ Incorporates various instructional supports such as slides, video clips, diagrams, etc. ○ Selects teaching methods appropriate for the content ○ Uses a variety of spaces in the classroom from which to present material ○ Blackboard writing is large and legible ○ Speech fillers, (for example, "OK, ahm") are not distracting ○ Speaks audibly and clearly; speech is neither too formal not too casual ○ Talks to the students, not the board or windows ○ Varies the pace to keep students alert ○ Establishes and maintains eye contact with students ○ Uses gestures to enhance meaning and not to release nervous tension ○ Use of humor is positive and appropriate ○ Speaks about course content with confidence and authority ○ Uses authority in classroom to create an environment conducive to learning
Rapport	
Score	<ul style="list-style-type: none"> ○ Knows and uses student names ○ Solicits student feedback ○ Praises students for contributions that deserve commendation ○ Responds constructively to student opinions ○ Listens carefully to student comments and questions ○ Recognizes when students do not understand ○ Creates an inclusive learning environment by treating students equitably ○ Encourages mutual respect among students ○ Is able to admit error and/or insufficient knowledge ○ Respects diverse points of view

Interaction/Leading Discussion	
Score	<ul style="list-style-type: none"> ○ Requires student thought and participation by asking good discussion questions ○ Promotes student participation through in-class activities ○ Encourages student questions, involvement, and debate ○ Allows ample time for student questions ○ Answers student questions clearly and directly ○ Uses rhetorical questions to gain student attention ○ Gives students enough time to respond to questions ○ Refrains from answering own questions ○ Responds to wrong answers constructively; does not deprecate student ignorance or misunderstanding ○ Encourages students to respond to each other's questions ○ Encourages students to answer difficult questions by providing cues and encouragement ○ Allows relevant student discussion to proceed uninterrupted
Content	
Score	<ul style="list-style-type: none"> ○ Material is presented at appropriate level in a clear and comprehensible manner. ○ Includes illustrations ○ Integrates text material into class presentations ○ Selects examples relevant to student experiences and course content ○ Makes course content relevant with references to "real world" applications ○ Presents views other than own when appropriate ○ Seeks to apply theory to problem-solving ○ Explicitly states relationships among various topics and facts/theory ○ Explains difficult terms, concepts, or problems in more than one way ○ Presents background of ideas and concepts ○ Presents pertinent facts and concepts from related fields ○ Presents up-to-date developments in the field

Overall Strengths:

Suggestions:

Note: You should share this evaluation with a summary of your observations and suggestions for improvement to the instructor. Depending on the purpose of the observation, this form may also need to be submitted to another person such as the department chair.