

Department of Kinesiology and Sport Management

Guidelines for Peer Observation of Teaching and Peer Observation Forms

TTU OP 32.01 Promotion and Tenure Standards and Procedures requires “Evaluation of teaching shall include effectiveness of course content and delivery, student learning outcomes, and demonstration of up-to-date knowledge of the candidate’s discipline” (p. 5). OP 32.01 also requires, “Each department is to apply its documented procedures for peer evaluations of teaching to each tenure-track faculty member at least annually. Candidates for promotion should also be provided peer evaluations of teaching in, at latest, the semester prior to application for promotion” (p. 5). OP 32.32 Performance Evaluation of Faculty states, “Discipline-specific evaluation procedures such as goal setting, peer evaluations of teaching, or comparisons with mission and goal statements of the academic unit may be developed” (p. 2). Criteria for promotion in rank for an assistant or associate professor of practice, professor of practice, and a lecturer “Although not as extensive, and probably focused primarily on one area of faculty responsibility (e.g., teaching), a dossier similar to that in applications for promotion of tenured and tenure-track faculty should be prepared, according to OP 32.34 Continuing Appointment and Promotion of Faculty in Lecturer, Professor of Practice, and Research Professor Titles.

1. The Department Chair, another tenured faculty member in the department, a Teaching, Learning, and Professional Development Center staff member (for only one of the three or six peer evaluations of teaching), or a member of the TTU Teaching Academy must conduct an annual peer evaluation of each pre-tenured faculty member, assistant professor of practice, and lecturer. Three peer evaluations of teaching must be included in the dossier for the third-year review for individuals in each of these ranks. At least five peer evaluations of teaching must be included in the dossier for review for promotion and tenure, associate professor of practice, professor of practice, or senior lecturer.
2. The Department Chair or a full professor in the department must conduct a peer evaluation of teaching for each candidate for promotion to full professor at least in the semester prior to submission of the application. This peer evaluation of teaching must be included in the application dossier.
3. The Department Chair or another tenured faculty member in the department must conduct a peer evaluation of teaching for each faculty member undergoing a six-year Comprehensive Performance Evaluation. This peer evaluation of teaching must be included in the Comprehensive Performance Evaluation materials.

Format for the Peer Observation of Teaching

1. The instructor and reviewer should schedule a pre-observation meeting for the instructor to provide the reviewer with specific information regarding the course. The instructor provides the reviewer with a copy of the syllabus and other relevant materials and discusses specific information regarding the course. At this meeting, the instructor and reviewer will schedule the date, time, and location for the peer review of teaching.
2. The reviewer should use the appropriate KSM Peer Observation of Teaching Face-to-Face Classes, KSM Peer Observation of Teaching Synchronous Online Classes, or KSM Peer Observation of Teaching Asynchronous Online Classes approved by the faculty as a part of the Department of Kinesiology and Sport Management Teaching Plan.
3. Within one week of the class observation, the reviewer provides to the instructor a thoughtful and carefully constructed narrative and evaluation of the class and the instructor.
4. Within one week of the receipt of written evaluation, the reviewer should meet with the instructor for a formative discussion about the class. During this meeting, the instructor who was evaluated should sign a copy of the written evaluation to verify its receipt.

KSM Peer Observation of Teaching Face-to-Face Classes

Instructor Evaluated _____ # in Course _____ Name of Reviewer _____
Date of Observation _____ Date of Syllabus Reviewed _____ # of Students _____
Class Lesson Topic(s) _____

Checklist for Review of Syllabus

1. ☐ Presents the course's student learning outcomes.
2. ☐ Specifies expectations for attendance.
3. ☐ Lists expectations for textbook or other reading assignments.
4. ☐ Describes assignments clearly and includes grading rubrics or equivalent performance expectations.
5. ☐ Itemizes the grading criteria and scale.
6. ☐ Includes times and location for office hours.
7. ☐ Provides course outline including topics, due dates for assignments, and exams.
8. ☐ Details the KSM Academic Integrity Policy.
9. ☐ Incorporates all the TTU required information.
10. ☐ Specifies any technologies required for the class.

Checklist for Instructional Organization

1. ☐ Shows organizational preparation (e.g., arrives in classroom in time to set up for class).
2. ☐ Provides day's learning objectives orally and/or visually to be aligned with content for that class.
3. ☐ Includes a review or transition from previous class information to prepare students for new content.
4. ☐ Ensures that well-prepared content creates an environment conducive to learning.
5. ☐ Presents new information logically and sequentially showing confidence and knowledge of content.
6. ☐ Explains difficult terms, concepts, or problems in more than one way.
7. ☐ Uses concrete examples, case studies, and illustrations and makes "real world" applications to reinforce key concepts.
8. ☐ Organizes and manages class time efficiently including smooth internal summaries and transitions.
9. ☐ Summarizes key points of emphasis prior to the end of class.
10. ☐ Interacts with student before, during, and after class, invites them to office hours, or both.

Comments

Checklist for Presentation Style

1. ☐ Delivers class content using an appropriate volume, varied pace, tone, and voice inflection.
2. ☐ Establishes and maintains eye contact with students.
3. ☐ Communicates a sense of interest, enthusiasm, and excitement about the content.
4. ☐ Avoids distracting mannerisms and "filler" words, such as ugh, um, and okay.
5. ☐ Writes legibly on chalkboard or whiteboard.
6. ☐ Moves from behind the podium using other classroom spaces.
7. ☐ Uses gestures to enhance meaning that are not distracting.
8. ☐ Establishes and maintains a positive rapport with all students.
9. ☐ Respects and responds constructively to opinions and diverse points of view.
10. ☐ Praises students for contributions that deserve commendation, such as asking good questions.
11. ☐ Incorporates various instructional supplements such as slides (with legible text and effective visual aids) video clips, props, visuals, and diagrams.
12. ☐ Incorporates a variety of active learning approaches appropriate for the content, such as think-pair-share, minute papers, debates, and case studies.

Comments

Checklist for Interactions with Students

1. ☐ Knows and uses students' names.
2. ☐ Creates an inclusive learning environment by treating students equitably.
3. ☐ Encourages and responds positively to students' questions.
4. ☐ Asks (allowing think time for responses) and directly answers questions.
5. ☐ Encourages students to respond to each other's questions.
6. ☐ Repeats student questions and responses so everyone can benefit from what was asked and the responses.
7. ☐ Responds to wrong answers constructively; does not deprecate student ignorance or misunderstanding.
8. ☐ Refrains from answering their own questions.
9. ☐ Promotes student participation through in-class activities.

Comments

Overall strengths

Suggestions

KSM Peer Observation of Teaching Synchronous Online Classes

Instructor Evaluated _____ # in Course _____ Name of Reviewer _____
Date of Observation _____ Date of Syllabus Reviewed _____ # of Students _____
Class Lesson Topic(s) _____

Checklist for Review of Syllabus

1. ☐ Presents the course's student learning outcomes.
2. ☐ Specifies expectations for online attendance including expectations for cameras and participation.
3. ☐ Lists expectations for textbook or other reading assignments.
4. ☐ Provides a list of required technology (e.g., webcam, microphone).
5. ☐ Describes assignments clearly and includes grading rubrics or equivalent performance expectations.
6. ☐ Itemizes the grading criteria and scale.
7. ☐ Provides course outline including topics, due dates for assignments, and exams.
8. ☐ Details the KSM Academic Integrity Policy.
9. ☐ Incorporates all of TTU required information.
10. ☐ Includes instructions (Skype for Business, Zoom link, etc.), times and locations of virtual office hours.
11. ☐ Includes times and location for face-to-face office hours
12. ☐ Includes the Syllabus Addendum Regarding Expectations for Student Participation in Online Synchronous Courses (see at the end of the document).
13. ☐ Includes an emergency mode of contact for unexpected technology outages.

Checklist for Instructional Organization

1. ☐ Shows organizational preparation (e.g., opens the class before the start of class).
2. ☐ Provides day's learning objectives orally and/or visually to be aligned with content for that class.
3. ☐ Includes a review or transition from previous class information to prepare students for new content.
4. ☐ Ensures that well-prepared content creates an environment conducive to learning.
5. ☐ Presents new information logically and sequentially showing confidence and knowledge of content.
6. ☐ Explains difficult terms, concepts, or problems in more than one way.
7. ☐ Uses concrete examples, case studies, illustrations and makes "real world" applications to reinforce key concepts.
8. ☐ Organizes and manages class time efficiently including smooth internal summaries and transitions.
9. ☐ Summarizes key points of emphasis prior to the end of class.
10. ☐ Interacts with student before, during, and after class, invites them to office hours, or both.

Comments

Checklist for Presentation Style

1. ☐ Delivers class content using an appropriate volume, varied pace, tone, and voice inflection.
2. ☐ Requires all students to have cameras on during the entire class., except for extenuating circumstances.
3. ☐ Communicates a sense of interest, enthusiasm, and excitement about the content.
4. ☐ Avoids distracting mannerisms and "filler" words, such as ugh, um, and okay.
5. ☐ Effectively uses the tools of the videoconferencing platform.
6. ☐ Has captioning services turned on for students who need this service.
7. ☐ Uses gestures to enhance meaning that are not distracting.
8. ☐ Establishes and maintains a positive rapport with all students.
9. ☐ Respects and responds constructively to opinions and diverse points of view.
10. ☐ Praises students for contributions that deserve commendation, such as asking good questions.

11. ☐ Incorporates various instructional supplements such as slides (with legible text and effective visual aids), video clips, props, visuals, and diagrams.
12. ☐ Incorporates the use of breakout rooms for small group discussion.
13. ☐ Allows for reports from small group discussions
14. ☐ Utilizes additional technologies (such as polling capabilities or real-time document creations) that support the learning objectives of the lesson and course.

Comments

Checklist for Interactions with Students

1. ☐ Knows and uses students' names.
2. ☐ Creates an inclusive learning environment by treating students equitably.
3. ☐ Encourages and responds positively to students' questions.
4. ☐ Asks (allowing think time for responses) and directly answers questions.
5. ☐ Encourages students to respond to each other's questions.
6. ☐ Repeats student questions and responses so everyone can benefit from what was asked and the response.
7. ☐ Responds to wrong answers constructively; does not deprecate student ignorance or misunderstanding.
8. ☐ Refrains from answering their own questions.
9. ☐ Actively monitors and responds to questions/comments in the chat.

Comments

Overall strengths

Suggestions

Syllabus Addendum Regarding Expectations for Student Participation in Online Synchronous Courses

This course is designated as an online synchronous course. That means that we will meet in real time at a regularly scheduled class time via a video conferencing tool (e.g., Collaborate, Zoom, Teams, etc.).

To ensure that you are fully engaged in class discussions and account team meetings during class time, you are expected to do the following:

1. Attend all classes regularly.
2. Log into the video conference on time and remain logged in for the duration of the class period.
3. Activate your camera so that you are visible to the instructor and other students in the class. Your
4. camera should remain on for the duration of the class period.
5. Refrain from engaging in non-class related activities during class time that create a distraction for other
6. students in the class and/or limit your ability to engage in the course (e.g., walking around, talking to
7. others off camera, working at a job, driving a vehicle, etc.).
8. Maintain the same level of civility and professionalism that would be expected in a face-to-face
9. classroom setting.

Failure to meet these expectations may result in the following consequences:

1. Being counted as absent for the class meeting.
2. Not receiving credit for class participation for that class period.
3. Other consequences as stipulated in the syllabus, Texas Tech Code of Student Conduct, or other university policy.

Repeated failure to meet expectations (e.g., attendance, participation in class, etc.), in addition to the above consequences, may result in the one or more of the following consequences:

1. Referral to the appropriate Associate Dean.
2. Academic penalty, ranging from a warning to failure of the course.

KSM Peer Observation of Teaching Asynchronous Online Classes

Instructor Evaluated _____ # in Course _____ Name of Reviewer _____
Date of Observation _____ Date of Syllabus Reviewed _____ # of Students _____
Class Lesson Topic(s) _____

Checklist for Review of Syllabus

1. ☐ Presents the course's student learning outcomes.
2. ☐ Provides a list of required technology (e.g., webcam, microphone, Internet access).
3. ☐ Specifies expectations on the time allotments for successful completion of the course.
4. ☐ Lists expectations for textbook or other reading assignments.
5. ☐ Describes assignments clearly and includes grading rubrics or equivalent performance expectations.
6. ☐ Itemizes the grading criteria and scale.
7. ☐ Includes times and location for virtual office hours.
8. ☐ Provides course outline including topics, due dates opening and closing of modules and module requirements.
9. ☐ Details the KSM Academic Integrity Policy.
10. ☐ Incorporates all the TTU required information.

Checklist for Instructional Organization

11. ☐ Provides intuitive navigational tools for the major components of the course (e.g., modules, discussions).
12. ☐ Uses consistent format among the modules/learning units.
13. ☐ Provides learning objectives to be aligned with content for each module/learning unit.
14. Within each module/learning unit:
 - ☐ a. Includes a review or transition from previous modules/learning units' information to prepare students for new content.
 - ☐ b. Incorporates a variety of learning activities conducive to learning.
 - ☐ c. Presents new information logically and sequentially.
 - ☐ d. Explains difficult terms, concepts, or problems in more than one way.
 - ☐ e. Incorporates formative assessments in each module/learning unit.
 - ☐ f. Provides clear access or navigation to assignments related to the module.
15. ☐ All documents and other learning activities meet accessibility standards.

Comments

Checklist for Presentation Style

1. If video lectures are used:
 - ☐ a. Delivers content using an appropriate volume, varied pace, tone, and voice inflection.
 - ☐ b. Video length is between 5 and 15 minutes in length.
 - ☐ i. Communicates a sense of interest, enthusiasm, and excitement about the content.
 - ☐ ii. Avoids distracting mannerisms and "filler" words, such as ugh, um, and okay.
 - ☐ c. Videos are appropriately captioned.
2. Applies the concepts of Universal Design for Learning.
 - ☐ a. A variety of methods are used to introduce the course content.
 - ☐ b. Provides for different learning preferences.

Comments

Checklist for Interactions with Students

- 1. ☐ Provides several opportunities for students to interact with each other and with the instructor.
- 2. ☐ Interacts with students using discussion boards or other engagement tools.
- 3. ☐ Encourages and responds positively to students' questions.
- 4. ☐ Encourages students to respond to each other's questions.

Comments

Overall strengths

Suggestions
