KINGSBOROUGH COMMUNITY COLLEGE
Of
The City University of New York

Peer Observation of Teaching

Peer observation of teaching is a collaborative process between colleagues with the primary goal of conducting a dialogue to improve teaching. Beyond evaluating teaching for personnel action (reappointment, promotion), peer observation of teaching provides an opportunity for faculty to share best teaching practices, grow as educators, and support one another so that the best possible learning environment and experiences are provided to students. Please refer to Article 18 (also, see Article 18, Memorandum of Agreement) of the CUNY-PSC Collective Bargaining Agreement as well as the KCC Faculty Handbook section on evaluation processes.

Description of the Process

1. Notification: A faculty member will be contacted about their review of teaching, in accordance with the notification process as per Article 18, using the notification process determined by their academic department. The faculty member will be asked to respond that the date and time of the observation is acceptable. Prior to the observation, the aims of the lesson and an outline are sent the observer. Although not required, the observer may ask to meet with the observee for a conversation about specific areas of focus for the observation and how the observer can best assist the faculty member to improve their teaching.

2. Observation of the lesson: The observer will complete the Peer Observation of Teaching report. The purpose of the report is to serve as a tool to evaluate instruction in a way that is as equitable as possible for all disciplines, styles, and modes of instruction (in-person, hybrid, and online) and to create a standardized reporting format. The observer rates the instructor's performance based on each criterion and provides written comments to assist colleagues to identify specific strengths or opportunities for instructional improvement.

3. Post Observation Conference Memorandum report: After the observation of the lesson is complete, the observer and observee will meet to discuss the Peer Observation of Teaching report and engage in a dialogue between colleagues offering suggestions, thinking about the instructor's teaching strengths, and possible areas for improvement. The conversation is documented in the Post Observation Conference Memorandum.

Peer Observation of Teaching Report

Observers will use the Peer Observation of Teaching Report to provide instructors with feedback so they can better assist students in achieving the course's learning outcomes. Throughout the observation report, terminology is used that can be applied to all course modalities (in person, hybrid, or online). For example, the term "learning unit" is used instead of "lesson" to be inclusive of all three modes of delivery. The form has a total of 19 evaluative criteria, divided into the following five sections:

- Management of the Learning Environment (2 criteria)

- Instructional Coherence (4 criteria)

- Instructional Strategies (8 criteria)

- Instructor Communication Skills (3 criteria)

- Fostering Student Engagement (2 criteria)

For each criterion, the observer will check a rating, and write individual comments, if appropriate. In addition, at the end of each section the observer will write comments to share their perspective on what they observed, and their perceptions related to that section of the observation report. Following the 19 criteria, the observer will write their impressions based on what they observed, including the instructor's strengths, and specific recommendations for improvement. If applicable, there is a section for the observer to write comments about areas of emphasis specific to the discipline or the mode of instruction.

As the Peer Observation of Teaching is designed to improve teaching, selecting "Needs to be developed" in evaluative criteria need not contribute to an unsatisfactory evaluation. If, however, the overall evaluation of the faculty member is determined to be 'unsatisfactory', the observer must clearly provide a rationale for the assessment.

PEER REVIEW OF TEACHING REPORT
COVER SHEET

Instructor: _____ Department: _____

Observer: _____ Observation Date: _____

Subject: _____ Course _____ Section: _____

Room (if applicable) _____

Instructional delivery mode: Face-to-Face [ ]   Hybrid [ ]   Online [ ]

Additional modality attributes, if any (e.g., Hyflex, Synchronous, etc.)

_____

If class is HyFlex or Hybrid, then the observation should be conducted Face-to-Face.

If class is Online and partly Synchronous, then the observation should be in Synchronous mode.

        In either case, except if the instructor requests otherwise with Chair approval.

The Manner in which the observation was conducted:

Face-to-Face [ ]

Synchronous [ ]

Asynchronous [ ]

Purpose: Reappointment [ ]   Year _____ Promotion [ ]

Other _____

Information obtained from the instructor prior to the observation:

Topic of the lesson/learning unit:

Learning outcomes for the lesson/learning unit:

Were the objectives of the lesson communicated to the students? Yes [ ]   No [ ]

Were the objectives of the lesson met? Yes [ ]   No [ ]

What tools, methods, or teaching strategies did the instructor use to achieve these objectives?

Summary of lesson/learning unit:

PEER REVIEW OF TEACHING
REPORTING FORM

1. Management of Learning Environment	Unsatisfactory	Needs to be developed	Effective	Highly effective	Not applicable	Comments (optional)
Timeline of the learning unit/lesson is clear and applied.						
Instructional environment is respectful and conducive to learning.						
Comments:						

2. Instructional Coherence The instructor:	Unsatisfactory	Needs to be developed	Effective	Highly effective	Not applicable	Comments (optional)
Introduced student learning outcomes/goals.						
Topics and activities were well paced and sequenced.						
Reviewed major concepts.						
Connected the outcomes/goals to previous or future course content.						
Comments:						

3. Instructional Strategies The instructor:	Unsatisfactory	Needs to be developed	Effective	Highly effective	Not applicable	Comments (optional)
Used examples to clarify points.						
Encouraged student engagement.						
Used supporting materials (e.g., videos, images, text).						
Responded to student questions.						
Asked questions to assess learning.						
Prompted critical thinking.						
Provided opportunities for students to interact.						
Comments:						

4. Instructor Communication Skills The instructor:	Unsatisfactory	Needs to be developed	Effective	Highly effective	Not applicable	Comments (optional)
Respectfully responded to student participation.						
Communicated effectively.						
Maintained an atmosphere of mutual respect.						
Comments:						

5. Fostering Student Engagement The instructor created and sustained an environment where students were expected to:	Unsatisfactory	Needs to be developed	Effective	Highly effective	Not applicable	Comments (optional)
Be prepared.						
Participate in the learning process and activities.						

Comments:

Summary of observation:
Describe your overall impressions of the learning unit/lesson, including supporting examples.
List specific strengths of the instructor based on learning unit/lesson.
List specific recommendations for the instructor to improve their pedagogy based on what was observed.
Additional comments on area(s) of emphasis specific to the discipline or mode of instruction:

Overall evaluation of lesson:

Satisfactory [ ]   Unsatisfactory [ ]

Signature of Observer _____ Date _____

_____

I understand that my signature means only that I have read this observation report:

Signature of Faculty _____ Date _____