**Peer Teaching Observation & Evaluation**

in the school of Engineering at the University of New Mexico

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**Notes**

* Information on peer teaching observation: <https://ctl.unm.edu/instructors/teaching-feedback/confidential-services.html>
* Instructors can also request Mid-Semester Student Course Feedback from the Center for Teaching and Learning (CTL) (<https://ctl.unm.edu/instructors/teaching-feedback/feedback-process.html>). This can be used as a part of your teaching portfolio and generally positively impact your student evaluations at the end of the semester.

# Pre-Peer Teaching Observation

**Below is a list of suggested questions that the observer asks the instructor prior to observing the instructor’s teaching. This could be done a number of ways, a brief (~30 min) meeting or over email, for example.**

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Instructor:

Observer:

Date:

Time:

Course Number and Title:

Level of Students (UG or Grad or a mix):

Format of Course (i.e., large class, seminar, lab):

Required or elective course:

Enrollment:

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What is the content and structure of the class you will be teaching?

Describe your students in this class. Is there anything the observer should know about them?

What is something you feel proud about in this course or that you do that supports students’ learning particularly well?

What have students been asked to do in preparation for this class? How does this class fit with other course activities?

What is your goal for the lesson? What do you hope students learn and be able to do as a result?

What are your plans for achieving these goals?

Are there any challenges or aspects of teaching this course that you particularly want feedback on?

# Peer Teaching Observation Notes & Evaluation

**Below are 2 tables to help you take notes and evaluate your colleague’s teaching during and immediately after your teaching observation.**

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Instructor: Observer:

Course Number and Title: Date:

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**Complete this section during the observation, keeping the pre-observation information in mind.**

|  |  |
| --- | --- |
|  | Describe what the instructor does as well as what the **students** do. |
| Describe the first 5 minutes of class time. How does the class begin?  |  |
| Describe the next 10-15 minutes. |  |
| Describe the next 10-15 minutes. |  |
| Describe the next 10-15 minutes. |  |
| Describe the last 5 minutes of class time. How does the class end?  |  |

**Complete this section immediately after the observation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| This lesson encouraged students to: | Not observed | Sometimes occurred | Very descriptive | Describe what you observed related to each criterion.  |
| generate their own ideas, ways of solving problems, interpretations, etc. |  |  |  |  |
| use abstraction (i.e., symbolic representations, theory, models) when appropriate. |  |  |  |  |
| make connections with prior content. |  |  |  |  |
| make connections to real world phenomena or applications. |  |  |  |  |
| participate actively.  |  |  |  |  |
| reflect on their learning. |  |  |  |  |
| talk to one another. |  |  |  |  |
| The instructor: | Not observed | Sometimes occurred | Very descriptive | Notes: |
| was responsive to students’ questions and comments. |  |  |  |  |
| fostered a climate of respect for what others had to say. |  |  |  |  |
| acted as a resource to support and enhance student learning. |  |  |  |  |
| To what extent did students meet the intended learning goal? |  |
| What are some strengths of this lesson and this instructor?  |  |
| What are some areas for growth for this instructor? What resources or ideas can you suggest? |  |
| What are some questions you’d like to discuss with the instructor? |  |

# Post-Peer Teaching Observation Debriefing

**We encourage you to review your notes and give your feedback to the instructor with a brief (~30 min meeting). Below are some suggested topics.**

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* + - * **Review your notes with the instructor**
* Discuss strengths
* Discuss successes relative to stated goals, including evidence that students engaged with lesson content and learned
* **Discuss and take notes:**
* What might you do differently next time?
* What are some changes that could better support students to learn or make progress on the intended goal?
* **Other Suggestions to consider:** you may want to give suggestions that are not meant to be a judgment on teaching style, format, or ability. Rather, they are intended as a resource, to help instructor meet or fine-tune their desired goals established during the pre-observation meeting. Consider teaching and learning theory paired with a variety of example activities that might be incorporated in the future to help instructor better meet their pedagogical goals, for example, active learning or flipped classroom techniques/activities that you have successfully implemented in your classes, homework and exam strategies, collecting and responding to student feedback, etc.

# Peer Teaching Observation Letter – To be included in candidate dossier

**In addition to the memo below, you may also consider including your teaching evaluation table to be included with your evaluation.**

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Instructor: name

Course: number and name

Lesson Topic: subject

Peer Evaluator: name

Date: date

I conducted a review of [instructor name]’s teaching of [course number & name] on [date of observation]. In this letter, I describe the course and instructor’s goals, summarize my observation, and then provide my assessment.

**The [course number & name] course**. This course is a [required/elective] course for [undergraduate/graduate] students. [Describe any other characteristics of the course] [Describe the topic of the course]. [Describe the learning goal for the observed lesson.]

**The observation**. [Summarize notes from the class observed, including the format/mode of delivery, the sequence of instructional activities, and how students engaged in the lesson. Summarize any evidence that students learned the intended goal.]

**Overall assessment**. [Summarize the instructors’ strengths you identified.

Summarize areas for improvement along with ideas discussed and resources suggested.] [Provide a summary overall of progress toward teaching excellence.]