**Teaching Observation Form for Peer Evaluation of Teaching**

**Background**

The UNC Eshelman School of Pharmacy’s [Appointment, Reappointment, Promotion, and Tenure (ARPT) Governance Document](https://faopharmacy.unc.edu/files/2020/06/ARPT_Final_UNC_Eshelman_School_of_Pharmacy.pdf) includes teaching quality as a critical component in the ARPT process. The document further emphasizes the importance of peer evaluation of teaching in achieving the School’s educational mission. The peer evaluation of teaching form was developed for use as part of the School’s ARPT process, which requires teaching observations in conjunction with other evidence of teaching performance. For more information about the School’s requirements for peer evaluation, please contact your Division Chair. *For tips related to teaching, including online learning, please visit CIPhER’s* [*website*](https://pharmacy.unc.edu/research/centers/cipher/)*.*

***NOTE:*** This peer evaluation of teaching form should be used for *summative evaluations* required by the School’s ARPT process. CIPhER’s Instructional Coaching Program (ICP) provides *formative feedback* to instructors that may be helpful for those seeking to further improve their teaching practices at any time throughout their academic career. For more information about this form, or the ICP, please contact CIPhER at CIPhER@unc.edu.

**Overview of Teaching Observation Form for Peer Evaluation of Teaching**

This form was developed to serve as a standardized instrument for teaching observations as part of peer evaluation of teaching at the UNC Eshelman School of Pharmacy. As indicated by the citations for each item, the form emphasizes evidence-based teaching strategies known to promote student achievement. Until further validation can be conducted, it is recommended that the form not be used to evaluate small group facilitation or lab-based sessions.

**To the Instructor:** Please work with your Division Chair to plan your teaching observation (e.g., number of evaluators, appropriate evaluators, course(s) to be evaluated). Provide your evaluator(s) with this form and any details necessary for them to evaluate your teaching (e.g., syllabus, relevant teaching materials, date, time, location of class session). After the teaching observation, the evaluator will provide you with the completed form for your use as well as for inclusion in your dossier.

**To the Evaluator:** This form should be completed while observing in-person or remote instruction. **Before the observation, please** **review the contents of this form as well as any supporting course materials provided by the instructor;** it will be easier to complete the form in real-time if you are familiar with it.

Provide narrative comments for the 3 main sections on the form: Content Delivery, Communication Strategies, and Student Engagement. There is no individual, quantitative ranking of these 3 sections. At the end of the observation, provide your overall assessment of the individual’s teaching performance. **Please return the completed form to the instructor so that the instructor can use it to improve their teaching, where needed, and can include it in their dossier.**

**To the Division Chair:** This form has been created for the purpose of providing documentation of teaching as required by the School’s ARPT process. You may find the evaluator comments and overall assessment useful for constructing the teaching section of the Chair’s letter to the Full Professors Committee. Please use the results of evaluations in conjunction with other evidence of teaching performance, as described above.

**Teaching Observation Form for Peer Evaluation of Teaching**

***UNC Eshelman School of Pharmacy***

**Instructor: Date and class session being observed:**

**Name of evaluator: Evaluator rank**: Associate Professor, Full Professor

***INSTRUCTIONS:***

1. **Provide narrative comments for the 3 sections below** that will help reviewers and division chairs evaluate the instructor’s teaching quality. Evidence-based items are provided for each area as examples of behaviors known to promote student achievement (*please keep in mind that some items may not be applicable for all class sessions*). Comments can include descriptions of any observed activities, behaviors, and/or interactions you consider relevant. *There is no individual, quantitative ranking of these 3 sections.*
2. **Provide an overall assessment at the end of this form**. This overall assessment, in addition to the narrative comments in sections 1-3 below, will be considered by external reviewers and the Division Chair in conjunction with other teaching evidence in the recommendation for promotion and/or tenure or post-tenure review. *Please ensure that your overall assessment is supported by your narrative comments.*
3. **Return the completed form** to the instructor following the class session.



 indicates items that are also relevant to the **online teaching and learning** environment.

1. ***CONTENT DELIVERY:* *The following items have been shown to be positively associated with student achievement and should be considered in the context of your narrative comments.***
* Instructor clearly communicated expectations for the class session (e.g., verbally stated learning objectives)1 
* Instructor assessed student knowledge at beginning of class1 
* Instructor provided examples or worked problems demonstrating the application of content1 
* Instructor made explicit reference to integration during class or showed alignment to a “bigger picture” (e.g., “you will need to know this for ***x*** class”, “this builds upon what you learned in ***y*** class”, this is important because of “x”)2 
* Instructor used personal examples during the class session3 
* Instructor summarized major points of the session1 
* Instructor asked student to reflect on the lecture and/or their learning at end of class1 

**COMMENTS:**

1. ***COMMUNICATION STRATEGIES: The following items have been shown to be positively associated with student achievement and should be considered in the context of your narrative comments.***
* Instructor acknowledged learners on distance campus at beginning of session, if applicable4
* Instructor introduced self and/or provided welcoming at the beginning of session5,6 
* Instructor spoke audibly and clearly4 
* Instructor phrased questions clearly3
* Instructor listened and responded effectively to student comments and questions3 
* Instructor utilized language to build constructive climate (e.g., use of “we” instead of just “I” and “you”)5,6 
* Instructor moved out from behind podium, if applicable3,6

**COMMENTS:**

1. ***STUDENT ENGAGEMENT: The following items have been shown to be positively associated with student achievement and should be considered in the context of your narrative comments.***
* Instructor asked for student questions OR paused for student questions [3 second minimum]1 
* Instructor utilized strategies to foster student participation, so that all students had the opportunity to actively participate (e.g., an audience response system, small group discussions, Zoom chat feature (i.e., all students)1 
* Instructor effectively balanced presentation and student discussion1 
* Instructor was courteous and respectful when interacting with students3 
* Instructor provided positive feedback for student discussion and questions3 
* Instructor encouraged participation from students connecting from a distance campus or in a virtual setting, where

applicable3 

**COMMENTS:**

**OVERALL COMMENTS: What additional comments do you have about this instructor and/or class session?**

**OVERALL ASSESSMENT OF OBSERVATION:**

**Based on the instruction I observed during this class session, I believe this individual‘s teaching performance was:**

**\_\_\_\_Exceptional \_\_\_\_Acceptable \_\_\_\_Unacceptable**

***\*\*Please note that peer observation serves as one component of the summative evaluation of the faculty member’s teaching expertise and performance. Other components are outlined in the ARPT Governance Document.***

**Exceptional** = instructor’s observed teaching practices were aligned with effective teaching practices from all three domains above

**Acceptable** = instructor’s observed teaching practices were aligned with effective teaching practices from two domains above

**Unacceptable** = instructor’s observed teaching practices were aligned with effective teaching practices from one or none of the domains above

**References**

1. Wieman C, Gilbert S. The Teaching Practices Inventory: a new tool for characterizing college and university teaching in mathematics and science. CBE—Life Sciences Education. 2014 Sep;13(3):552-69.
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3. Tanner KD. Structure matters: twenty-one teaching strategies to promote student engagement and cultivate classroom equity. CBE – Life Sciences Educations. 2013;12:322-31.
4. Piascik P, Pittenger A, Soltis R, et al. An evidence basis for assessing excellence in pharmacy teaching. Curr Pharm Teach Learn. 2011;3:238-48.
5. Kidd, T. T., & Song, H. (Eds.). (2008). Handbook of research on instructional systems and technology. Hershey, PA: IGI Global. Retrieved from <http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-59904-865-9>.
6. Rocca K. Immediacy in the classroom: Research and practical implications. 2007. Retrieved from <https://serc.carleton.edu/NAGTWorkshops/affective/immediacy.html>