

**Department of Communication
Peer Observation of Teaching Report**

Instructor Evaluated:

Observer:

Course and Title:

Date and Time:

Number of Students Present:

Number of Students Enrolled in Class:

Purpose. The purpose of this classroom observation is to provide constructive feedback about the engagement of students in the learning process, if pedagogical strategies being used appear to model effective teaching strategies, and if course content addressed learning outcomes provided in the syllabus. This peer review will include two components; course design and classroom delivery.

Instructions. Observer(s) should remain in the classroom for the full class period. The instructor must supply the observer with the syllabus and some assignments prior to the observation.

Course Design	Strong	Satisfactory	Weak
1. Is the syllabus clear and easy to understand?	The syllabus is clear.	The syllabus is somewhat clear.	The syllabus is not clear.
2. Does the syllabus have clear and measureable outcomes?	The syllabus has clear and measureable outcomes.	The syllabus has somewhat clear and measureable outcomes.	The syllabus does not have clear and measureable outcomes.
3. Are the assignments directed toward the course outcomes?	The assignments are directed toward course outcomes.	The assignments are somewhat directed toward course outcomes.	The assignments are not directed toward course outcomes.
4. How well does the course's learning outcomes align with ACEJMC outcomes and competencies?	The learning outcomes effectively align with ACEJMC standards and competencies.	The learning outcomes somewhat align with ACEJMC standards and competencies.	The learning outcomes do not align with any ACEJMC standards and competencies.

Classroom Delivery	Strong	Satisfactory	Weak
5. Is the instructor well-prepared for this session?	The instructor is well prepared.	The instructor is somewhat prepared.	The instructor is not well prepared.
6. Identifies expectations for the course session.	Identifies expectations for the course session.	Identifies some expectations for the course session.	Does not identify any expectations for the course session.
7. The instructor uses effective methods to enhance the learning process.	Uses effective methods.	Uses somewhat effective methods.	Uses ineffective methods or no method at all.
8. Effectively uses class time to engage students in learning process.	The instructor effectively uses class time to engage student in the learning process.	The instructor somewhat uses class time to engage students in the learning process.	The instructor does not effectively use class time to engage students in the learning process.
9. Demonstrates command of subject matter.	The instructor demonstrates command of the subject matter.	The instructor somewhat demonstrates command of the subject matter.	The instructor does not demonstrate command of the subject matter.
10. Communicates effectively and responds appropriately to student questions and comments.	Communicates and responds to students effectively.	Communicates and responds to students somewhat effectively.	Does not communicate or respond to students effectively.

What do you consider to be the strengths and weaknesses of this instructor's teaching style? (Please explain.)

STRENGTHS:

WEAKNESSES:

What specific suggestions would you make about how the teaching and learning environment in this class could be improved and what might be done to increase the effectiveness of the teaching you observed?