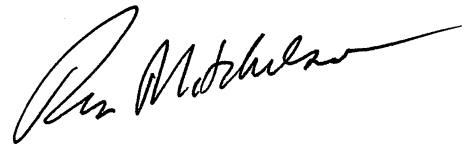


26-January-2015

To: Ron Mitchelson, Interim Provost and Senior Vice Chancellor



From: Benjamin Fraser, Chair, Department of Foreign Languages and Literatures

Re: Revisions to the department peer evaluation procedures and instrument

This memo documents the revision of peer evaluation procedures and instrument by the Dept. of Foreign Languages and Literatures. These procedures and instrument were voted on by the voting faculty at a dept. meeting on 16-Jan.-2015.

PEER OBSERVATION PROCEDURES and REPORTING INSTRUMENT
for the DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

effective beginning with AY 2015-2016

1. The purpose of peer observation is to improve and evaluate teaching.
2. Peer observers must have been trained by the Office for Teaching Excellence (OFE). A list of trained observers is available on the OFE website.
3. All pre-tenured faculty will be observed a minimum of 4 times by a pair of peer observers each time.
4. All fixed-term faculty will be observed at a minimum as follows:

First year: 1 observation by two peer observers

Second year: 1 observation by two peer observers

Third year: 1 observation by two peer observers

Fixed-term faculty who have been employed three years or more with three consecutive years of scores of four or higher on their annual evaluations from the unit administrator will need 1 peer observation every three years at a minimum. This applies to both part-time and full-time faculty members, and does not discriminate between part-time and full-time employment. Should subsequent evaluations fall below 4.0, the faculty member will be observed yearly until a consistent record of 4.0 is attained for three consecutive years. If evaluations do not drop below 4.0, the faculty member will still need a peer observation at minimum once every 3 years.

5. Faculty members seeking promotion to tenured full professor, or advancement in rank to teaching associate professor or teaching full professor, are required to have at least 1 evaluation by a pair of observers since the last promotion or advancement in rank. These observers must be of the same rank as the observee or higher.
6. All distance education (DE) instructors, regardless of rank, are required to have one DE course reviewed every three years.

PROCEDURES FOR PEER OBSERVATION

- I. For all peer observations, whether of fixed-term, tenure-track or tenured faculty:

Half of the observers will be selected by the personnel committee; the other half will be selected by the instructor.

Instructors are encouraged to make their selection from their own language section.

II. All face-to-face observations of faculty in the department will use the attached instrument. Distance education course observations will use the approved faculty senate DE procedure and instrument.

III. Observation procedures

A. Pre-observation conference.

1. The instructor provides the observer with a current syllabus and other pertinent documents.
2. Topics for the pre-observation conference might include, but are not limited to, course syllabus and instructor's lesson plan, how this class meeting fits into the course as a whole, methods or activities that the instructor wishes to focus on or get feedback about and/or criteria on the observation instrument that might not be relevant for the observation.
3. The instructor and observer agree on a date and time for the post-observation meeting.

B. Observation.

The instructor and the observer(s) collaborate to identify a class and time for the peer observation.

C. Post-observation conference (within 30 days of observation).

Discuss strengths, areas of improvement and strategies for improvement.

D. Observation reports are submitted within 30 working days of observation.

1. The observer provides the completed observation report to the instructor.
2. The instructor signs the report. The instructor's signature indicates that he or she has read this report, but this signature does not imply agreement or disagreement. The instructor may attach a response to the report, but this is optional. This response must be given to the observer by the instructor within 3 working days of reading the report.
3. The observer is responsible for bringing a copy of the completed and signed report, including an instructor response, where applicable, to the department chair's office, where it becomes part of the instructor's personnel file.

4. The instructor is responsible for including a copy of the assessment report in his or her annual evaluation and Personnel Action Dossier (PAD), as appropriate.

**Department of Foreign Languages and Literatures
Peer Evaluation of Teaching**

Course:

Number of Students:

Instructor:

Length of Session:

Observer:

Topic:

Date and Time of Observation:

Rating Key: Exceeds, Meets, Below, NA (not applicable)

See Comments: strengths, improvements, suggestions or other comments may be given on observations (see below)

PRE-OBSERVATION MEETING DATE AND NOTES:

<u>Planning and organization</u>	Exceeds	Meets	Below	NA	See comments
Class time was used effectively					
Instructor had a clearly developed lesson plan					
Activities were appropriate to the students' level					
Instructor incorporated strategies to address different learning styles					
<u>Methods /Instructional Strategies</u>	Exceeds	Meets	Below	NA	See Comments
Instructor demonstrated command of the subject matter					
Activities were contextualized					
When appropriate, instructor made effective use of teaching materials (textbook, visuals, audiovisuals, etc.) and/or classroom resources (board, IT, etc.)					
When appropriate, activities focused on different skills (speaking, listening, writing and reading)					
There was a balance of structured and open-ended/communicative activities					
When appropriate, instructor integrated pair/small group activities for communicative tasks and monitored those effectively					
Instructions, modeling and/or examples were clear for each activity					
Students were given time to think before answering					
Instructor facilitated students' responses, providing assistance when needed					
When appropriate to the level, instructor exercised a balance between intellectually challenging and supporting the students					
Instructor offered constructive feedback					
Explanations of the lessons were clear and accurate					
Instructor maximized use of the target language					
Lesson was appropriately paced for the level and needs of the students					

<u>Affective Aspects</u>	Exceeds	Meets	Below	NA	See Comments
Instructor demonstrated interest in the course content					
There was an open and accepting atmosphere in the class					
Instructor treated all students fairly and respectfully					
Instructor encouraged participation from all students					
Students were actively engaged throughout the whole session					

<u>Overall Assessment</u>	Exceeds	Meets	Below	NA	See Comments
Overall Assessment					

COMMENTS:

1. Strengths:

2. Suggestions for Improvement:

3. Additional comments/observations:

POST-OBSERVATION MEETING DATE AND NOTES:

Instructor

Observer

Date

Date