Faculty Senate
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A   S   T
CAROLINA
UNIVERSITY

MEMORANDUM

TO: Unit Code Administrator

FROM: Mark Taggart, Chair of the Faculty *Mark Taggart*

DATE: November 20, 2006

SUBJECT: Review of Peer Review Procedures and Instrument(s)

Peer review continues to be a part of our current faculty evaluation process. The 2005 revised Peer Review Instrument includes Distance Education Peer Review (attached) to aid those faculty teaching DE courses. As stated in the original 1993 Peer Review Procedures (attached) academic units have the option of selecting other instruments and procedures to conduct peer review, once approved by the appropriate vice chancellor. Both of these documents are available online at http://www.ecu.edu/cs-acad/facdev/peer.cfm.

Also stated in the 1993 resolution is a caveat that the Chancellor appoint a committee to conduct a three year validation study on the original peer review instrument. I have asked members of the Academic Standards Committee to undertake this three year validation study and report preliminary information to the Faculty Senate in April 2007. The results of the three year study may necessitate additions and/or deletions in the procedures and/or instrument being used.

In preparation, and as a follow up to the Administrator/Personnel Committee Workshop held earlier this semester, I am writing to ask that you review the attached Peer Review Procedures and Instrument and, if your unit has sought one, your unit's approved Modified Peer Review Instrument (attached) and let Dorothy Muller, Co-Director of the Center for Faculty Excellence know if either or both of these documents are currently being used in your unit. Please also let Dr. Muller know the number of peer reviews documented this year in the Personnel Action Dossiers compiled.

The Academic Standards Committee, chaired by Linda Wolfe, will begin its work on this important issue in early Spring 2007. Please do not hesitate to contact me at 328-6537 or Professor Wolfe at 328-9453 if you have questions about this request.

Thank you.

attachments
1993 Peer Review Procedures and 2005 Revised Peer Review Instrument
Approved Modified Peer Review Instrument (if on file)

c: Members of the Academic Standards Committee
       Jim Smith, Provost and Vice Chancellor for Academic Affairs
       Phyllis Horns, Interim Vice Chancellor for Health Sciences
       Dot Clayton, Co-director of the Center for Faculty Excellence
       Dorothy Muller, Co-director of the Center for Faculty Excellence

October 2, 1996

Office of the
Vice Chancellor for
Academic Affairs
106 Spilman

919-328-6241
919-328-6040 Fax

Administrative Staff
215 Spilman

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Professor Frank E. Crawley, Chair   *Mathematics + Science*
Department of Science Education   [*now* ~~Science + Mathematics~~
School of Education   *Education*]

Dear Professor Crawley:

On the recommendation of Dr. Dorothy H. Clayton, university coordinator of
faculty development, I am pleased to approve your unit's procedures and
instrument for peer classroom observation.

Sincerely,

Richard D. Ringeisen
Vice Chancellor for
 Academic Affairs

pwp:1
cc: Dorothy Clayton ✓
    Jon Pedersen

Department of
Science Education
357 Flanagan

919-328-6736
919-328-6218 Fax

August 27, 1996

Dr. Dorothy H. Clayton
Coordinator, Faculty Development
East Carolina University
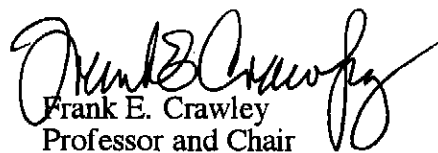Brewster Building A-118

Dear Dr. Clayton:

The purpose of this letter is to transmit to you a copy of the revised Peer Classroom Observation Procedures and Instrument developed for use by Faculty in the Department of Science Education.

The Department's "Procedures and Instrument" were developed jointly by the Chair of the SCIE Personnel Committee (Dr. Jon Pedersen) and me. Once developed, the "Procedures and Instrument" were distributed to members of the SCIE Personnel Committee, who approved both documents by a majority vote, using mail ballots. Next, the "Procedures and Instrument" were distributed to all SCIE Faculty for their vote. They were asked to vote "Yes," "No," or "Abstain." Ballots were distributed to Faculty, and they approved the "Procedures and Instrument" by a vote of Yes-4, No-1, and Abstain-1.

Using the helpful comments you provided in your memorandum dated July 5, 1996, Dr. Jon Pedersen and I revised the "Procedures and Instrument" and submitted the revisions to SCIE faculty for their review and approval. I am pleased to report that the revisions received the unanimous approval of the Faculty.

Should you have questions or concerns related to the revised version of the "Procedures and Instrument" or the revision process, don't hesitate to call on me.

Sincerely,

Frank E. Crawley
Professor and Chair

DEPARTMENT OF SCIENCE EDUCATION

Peer Observation of Instruction

The following procedures were developed by the Personnel Committee of the Department of Science Education (SCIE) and approved by the SCIE Faculty. Peer observation embodies the philosophy of the Faculty that instructional improvement is ongoing, every faculty members' responsibility, and reflective of the Faculty's vision for itself. As envisioned by members of the Department, peer observation of instruction can be conducted for two purposes: (1) Evaluation of Teaching for non-tenured, probationary-term faculty and (2) Development of Teaching for tenured faculty.

The Peer Observation of Instruction program will consist of:

1. Training of peer observers will be provided by the SCIE Chair and the Chair of the SCIE Personnel Committee.

2. Training will focus on the constructive use of the Department's Peer Observation of Instruction Form for the purposes of faculty evaluation and faculty development.

3. Training will be accomplished by the end of Fall Semester, 1996, and subsequent training for new faculty will be given each year.

4. All tenured faculty in the Department shall have the opportunity to be trained in peer observation of instruction for the purpose of the Evaluation of Teaching for non-tenured, probationary-term faculty. All faculty in the Department shall have the opportunity to be trained in the observation of instruction for the purpose of Development of Teaching for tenured faculty.

5. All observers must complete training in the use of the "Peer Observation of Instruction" form.

6. Observers will be volunteers selected by the SCIE Chair in consultation with the faculty member who is to be observed.

Persons to be Observed:

1. Non-Tenured, Probationary-Term Faculty--Peer observation of instruction for purposes of evaluation of teaching.

    Observation Cycle (minimum):
    1. During the faculty member's first year--two observations with pre- and post-observation feedback conferences provided by two, trained observers per observation.
    2. During the faculty member's fourth year--two observations with pre- and post-observation feedback conferences provided by two, trained observers per observation.

2. Tenured Faculty--Peer observation of instruction for purposes of development of teaching.

    Observation Cycle:
    1. At the request of the faculty member--observation with pre- and post-observation feedback conference provided by one or more trained observers selected by the faculty member to be observed.

Observation Procedures:

1. The non-tenured, probationary-term faculty member and SCIE Chair will each select an observer for each observation.

2. The tenured faculty member will be responsible for selecting one or more trained observers.

3. The faculty member will select the course to be observed, in consultation with the observer(s), and meet with the observer(s) to identify a time for the pre-observation conference, observation, and post-observation conference.

4. The Department's Peer Observation of Instruction Form will be reviewed by the faculty member and the observer(s).

5. Feedback from the observation will be provided to the faculty shortly after the observation.

6. The SCIE Chair will place the completed Peer Observation of Instruction forms and written feedback results (from observers and faculty) in the Personnel Action Dossier of the non-tenured, probationary-term faculty.

7. Peer Observation of Instruction forms and written feedback results (from observers and faulty) will be returned to tenured faculty for the determination of their use.

DEPARTMENT OF SCIENCE EDUCATION

Peer Observation and Formative Review

Instructor: _____ Date/Time of Observation: _____

Course Title: _____

Location: _____ Meeting Times: _____

Course Materials: _____ _____

_____ _____

Observer: _____ Department: _____

Pre-Observation Conference Date: _____
   COMMENTS:

Observation of Instruction Date: _____
   COMMENTS:

Post-Observation Conference Date: _____
   COMMENTS:

Guidelines for Peer Observation of Instruction

Faculty members view teaching as an outgrowth of their vision for the Department of Science Education (SCIE). In particular,

> We are committed to learning in community. We collaborate with each other, with science teachers and students, and with all constituents as we conduct research and address science teaching and learning dilemmas. We model teaching practices that help students construct meaning from concepts, events, and field-based experiences. We value theory, research, practice, and technology. They develop and inform our knowledge and that of our stakeholders and enable us to improve the quality of science teaching and learning for all students.

Based on the Department's vision we have adopted general and specific features of instruction that embody teaching ideals we hold for instructors of SCIE undergraduate and graduate courses. The following categories and descriptions represent main components rather than specific prescriptions for instruction.

<u>Specific Lesson Features</u>: Use the right-hand margin to record notes and the remainder of the space to summarize in narrative form key instructional events that represent specific lesson features. Items 1-5 will be completed during each observation, which may last more than one class period.

LESSON FEATURE	COMMENTS
1. ENGAGEMENT: Actions of the instructor that elicit from students their prior knowledge and experience that serve as bridges to new understanding.	
2. CONTENT: Actions of the instructor that introduce new knowledge, practices, theories, or learning that constitute the focus of the lesson. (New learning may appear decontextualized and abstract at this stage of the lesson.)	

3. NEGOTIATION: Actions of the instructor that engage students in dialogue in which they rehearse new knowledge, plan projects, and/or develop models for use in real or hypothetical contexts.	
4. OWNERSHIP: Actions of the instructor that connect theory with practice or practice with theory in specific contexts that are familiar to students. (These contexts could include past, present, or future educational settings.)	
5. ASSESSMENT: Actions of the instructor that check on and monitor students' understanding of new knowledge, practice and, their interconnections.	

General Lesson Features: Summarize in narrative form actions that represent general lesson features. (No chronological order is implied by listing of general lesson features.)

1. CONTEXTUALIZATION: Instruction is linked to past, present, and/or future educational settings, i.e., theory is connected with practice.

2. PARTICIPATION: The points of view, experiences, understandings, and interpretations of students are integrated into instruction.

3. MONITORING UNDERSTANDING: Individual and group sense-making of content are elicited for the purpose of checking students' comprehension of instruction.

4. ESTABLISHING COMMUNITY: Collegiality, mutual respect, diversity of opinion, collaboration, and trust are promoted and evidenced.