

Preparation for Peer Review of Adjunct Faculty in the Department of Psychological Sciences

The Department of Psychological Sciences requires that all adjunct and part-time faculty undergo a peer evaluation process by the members of the department as part of their term at the University of San Diego. These reviews are meant to serve a number of purposes including: 1) providing feedback for adjuncts to help in their personal development; 2) providing the department with feedback on how the adjunct is performing; and 3) as one of the measures to determine if an adjunct should be rehired to teach for the department.

These reviews will consist of an examination of course materials and a classroom visit. The evaluations may also include a pre and post interview.

In preparation for the review, we have provided you with a list of items to help you through the process.

Your reviewer will be contacting you ahead of time to arrange a date for their visit.

- Materials that should be presented to your observer

- ▣ Syllabus – including learning outcomes
- ▣ Learning Outcomes for the class content being observed
- ▣ Example Assignments
- ▣ Assessments – particularly related to the class content in which the observer will be present (for example, exam questions)
- ▣ Student information – number of students, environment of the class

- Before observation

- ▣ Be prepared to discuss with observer
 - Goals for the class
 - What you plan to do in class that day
 - What you want the observer to pay attention to
- ▣ Tell the observer
 - Where you'd like the observer to sit
 - If you'd like the observer to take part in class
 - Where the class meets and when

- **During**
 - Introduce the observer to the class (optional)
 - Explain the purpose of the observation (optional)
 - Explain the observer's role to the students (optional)
 - Soon after class, write down your reflections on the class so that you will be prepared to discuss it with the observer

 - **After**
 - With the observer, reconstruct what happened in class
 - Think about goals for the class and the specific class session that was observed. Be prepared to describe
 - What you felt went well
 - What you would change
 - What was typical or atypical about the class
- Ask for specific descriptions and constructive suggestions

The form that will be used to evaluate the course is included in your materials. Please make sure to ask your reviewer any questions you might have about the process.

Peer Evaluation Form

Instructor Observed:

Course:

Peer Reviewer:

Date Observed:

Date of This Evaluation:

Instructions: Consider each teaching element below and evaluate the teaching skills of the instructor by placing a check mark under the term best describing your evaluation of the instructor's actions. Add comments to illustrate your evaluation. Provide at least a summary evaluation in each category, and evaluations and comments on individual points where you feel you have observed enough to make them.

	Needs Improvement	Effective	Highly Effective	Not Applicable
Class Organization <i>The instructor:</i>				
1. Started class on time.				
2. Introduced lesson (overview or focusing activity)				
3. Paced topics appropriately.				
4. Sequenced topics logically.				
5. Related lesson to previous or future lessons or assignments.				
6. Summarized or reviewed major lesson points.				
7. Ended class on time.				
Summary:				
Presentation <i>The Instructor:</i>				
8. Presented or explained content clearly.				

9. Used good examples to clarify points.				
10. Varied explanations to respond to student questions or needs for clarification.				
11. Emphasized important points.				
12. Used graphics or visual aids or other enhancements to support presentation.				
13. Used appropriate voice volume and inflection				
14. Presented information or led discussions with enthusiasm and interest.				
15. Responded appropriately to student behaviors indicating boredom or confusion.				
Summary:				
	Needs Improvement	Effective	Highly Effective	Not Applicable
Class Interaction				
<i>The Instructor:</i>				
16. Encouraged student questions.				
17. Asked questions to monitor student understanding.				
18. Waited sufficient time for students to answer questions.				
19. Provided opportunities for students to interact together to discover/discuss or practice content points.				
Summary:				
	Needs Improvement	Effective	Highly Effective	Not Applicable
Mastery of Content				
<i>The Instructor:</i>				
20. Presented content at an appropriate level for the students.				
21. Presented material relevant to the purpose of the course.				

22. Demonstrated command of the subject matter.				
Summary:				
	Needs Improvement	Effective	Highly Effective	Not Applicable
Instructor Attitudes <i>The Instructor:</i>				
23. Showed enthusiasm for the content.				
24. Showed respect for student questions and answers.				
Summary:				
	Needs Improvement	Effective	Highly Effective	Not Applicable
Syllabus and Course Documents <i>The Instructor:</i>				
25. Posted office hours, was accessible.				
26. Provided an appropriate course syllabus for the class.				
27. Gave appropriate examinations and assignments.				
Summary:				

Did you have a pre-visit conference:

post-visit conference:

Strengths:

Suggestions:

Date that Feedback was Provided to Instructor:

Instructor Response(s) to Feedback:

Overall Recommendation:

Would you recommend the instructor to students you are advising?

Pre-visit (can be done in person or via e-mail; Optional):

- Ask to collect the following items:

Syllabus

Assignment example pertaining to class visit

Assessment (for example exam questions related to class visit)

Student Information (how many students, the demeanor of the class)

- How are students expected to prepare for class
- What is the typical class environment
- What are the learning objectives for the particular class visit
- What assessment tool will be used to assess learning

Post-visit (can be done in person or via e-mail; Optional):

- Ask person to reconstruct what happened
- How do you think the class went
- What went well and what things would you have changed
- Did anything surprise you
- What was typical or atypical about the class that day
- Give your feedback and suggestions

The rating items on the Peer Evaluation Form were modified from an instrument developed by Dr. Ted Baker in the Computer Science Department at FSU.