

**Peer Observation Guidelines for Summative Evaluations of Teaching**  
**(for individual department consideration, August 2025)**

The following guidelines and rubric are designed to support *summative* evaluations of faculty teaching. Departments may elect to use the guidelines as presented or modify to document peer teaching observation as required for Reappointment, Promotion, and Tenure. These guidelines and rubric were prepared by a group of CEMS faculty and have been reviewed and endorsed by the Pedagogical Innovation Committee and Faculty Council.

The main categories of the summative assessment consider the instructor's (1) technical proficiency in the subject area, (2) classroom management, and (3) ability to engage students. For summative evaluations, the peer observer should have the appropriate technical expertise to assess subject matter proficiency and ideally have more teaching experience than the person being evaluated.

**Information for Peer Evaluators: Preparation and Documentation**

- *Before the class session*
  - Review the course syllabus
  - Discuss with the instructor the goals for the specific class session
  - Share the rubric that will be used with the instructor
- *During the class session*
  - Document qualitative observations in each category: Technical Proficiency, Classroom Management, Student Engagement
  - Provide comments and recommendations for improvement
- *After the class session*
  - Review notes and observations
  - Complete the quantitative rubric
  - Share observations / completed rubric with the instructor; a follow-up discussion is encouraged
  - Provide a letter to the department chair, summarizing the outcomes of the evaluation and completed rubric

**Course Information**

|                  |                 |
|------------------|-----------------|
| Instructor Name: | Evaluator Name: |
| Course #:        | Course Name:    |
| Date:            | Time:           |
| Location:        | # Students:     |

**Mode of Instruction** (check all that apply)

- ☐ Case- or Project-based   ☐ Experiential or Problem-Solving-based   ☐ Lecture   ☐ Lab  
☐ Seminar (Discussion-based)   ☐ Workshop   ☐ Other (describe)

## Qualitative Observations

Provide specific examples and comment on instructor effectiveness in each category:

### 1. Technical Proficiency

- Mastery of the subject area
- Examples of course content appropriate to the learning goals, program needs, and current state-of-the-art

Reviewer Comments and Recommendations:

### 2. Classroom Management

- Organization
- Vocal volume / clarity of instructions
- Use of media and classroom technology (slideshow, Doc Cam, whiteboard, worksheets, software, classroom polls)
- Attentiveness and responsiveness to student questions and classroom distractions

Reviewer Comments and Recommendations:

### 3. Student Engagement

- Instructor enthusiasm for subject matter
- Activities or questions posed to engage students
- Student attention / responsiveness / participation
- Student-Instructor rapport

Reviewer Comments and Recommendations:

**Summative Evaluation Rubric – Check all that apply:**

|                              | The instructor...  | Needs improvement | Fair | Very Good | Excellent |
|------------------------------|--|-------------------|------|-----------|-----------|
| <b>Technical Proficiency</b> |  |                   |      |           |           |
| 1.                           | Demonstrated technical mastery of the subject area                           |                   |      |           |           |
| 2.                           | Used a variety of examples considered relevant and current in the discipline |                   |      |           |           |
| <b>Classroom Management</b>  |  |                   |      |           |           |
| 3.                           | Arrived prepared and organized for the class                                 |                   |      |           |           |
| 4.                           | Spoke clearly, audibly, and confidently                                      |                   |      |           |           |
| 5.                           | Made effective use of the board, visual aids, or physical demo's             |                   |      |           |           |
| <b>Student Engagement</b>    |  |                   |      |           |           |
| 6.                           | Was attentive and responsive to student confusion and classroom distractions |                   |      |           |           |
| 7.                           | Instructor expressed enthusiasm for the subject area                         |                   |      |           |           |
| 8.                           | Instructor created opportunities for student engagement during class         |                   |      |           |           |
| 9.                           | Students were attentive and engaged throughout                               |                   |      |           |           |
| 10.                          | Instructor-student rapport was positive                                      |                   |      |           |           |