

**UNIVERSITY OF PITTSBURGH
SCHOOL OF NURSING**

**ACADEMIC POLICIES AND PROCEDURES FOR THE
UNDERGRADUATE AND GRADUATE PROGRAMS**

TITLE OF POLICY: PEER EVALUATION OF TEACHING/REAPPOINTMENT

ORIGINAL DATE: SEPTEMBER 1, 1995

LAST REVIEWED/REVISED: APRIL 2016

POLICY: All full time faculty are required to submit to peer evaluation of teaching.

PROCEDURE: The department chair notifies the faculty during the first week of the spring term of the due date for material to be prepared and submitted if their reappointment or promotion is due during the next academic year. S/He will also notify the faculty that they will be contacted to arrange for a teaching observation during the next three terms. Material to be submitted is detailed in the Teaching Portfolio Guidelines for review and evaluation.

Fulltime faculty holding the rank of instructor are required annually to submit to their department chair material for peer evaluation of teaching during the first two years of their employment in the School of Nursing. During the third year and every third year thereafter at this rank, instructors are to submit a Teaching Portfolio for review by the department chair (See Policy 361). Faculty holding contracts longer than 3 years will be reviewed in concert with the end of the contract date. The chairperson will contact the faculty member to arrange for a classroom observation (or other type of teaching observation as required). This will be done in the Spring Term prior to the year of review.

Fulltime faculty, non-tenure track, holding the rank of assistant professor or higher are required to submit to their department chair a Teaching Portfolio for review prior to the renewal of their contract as specified in Policy 361 or when applying for promotion/tenure as specified in Policy 362. The chairperson will contact the faculty member to arrange for a classroom observation (or other type of teaching observation as required). The arrangements will be made in the Spring Term prior to the year of review.

Fulltime tenure track faculty are required to submit to their department chair a Teaching Portfolio for review by the ARPT Committee prior to the renewal of their contract as specified in Policy 361 or when applying for promotion/tenure as specified in Policy 362. A member of the ARPT Committee will contact the faculty member to arrange for a classroom observation (or other type of teaching observation as required). This will be done in the Spring Term prior to the year of review.

Fulltime tenured faculty are required to submit a teaching portfolio to be reviewed by a committee of tenured faculty every three years if the yearly merit evaluation has been unsatisfactory (See Policy 361) and when applying for promotion from the rank of associate professor to professor (See Policy 362). The ARPT Committee will serve as the peer reviewers for the evaluation of the faculty's teaching.

Reviewed: 05/06

Revisions Approved by Total Faculty: 05/95; 05/06

Note: Suggested forms for reviewing teaching dossier or evaluating clinical/classroom teaching are attached.

Classroom Peer Observation Form

Instructor: _____

Reviewer: _____

Date of Observation: _____

| Behaviors Associated with Effective Learning | Weak | Satisfactory | Strong | Comments [attach additional sheet if necessary] |
|---|------|--------------|--------|---|
| <u>Introduction</u> | | | | |
| Gains student attention about the topic. | | | | |
| States objectives for the class session. | | | | |
| Describes the session topic in terms of students' previous knowledge | | | | |
| Provides an outline for the class session. | | | | |
| <u>General</u> | | | | |
| Provides a logical organization for the lesson. | | | | |
| Defines new or unfamiliar terms | | | | |
| Uses appropriate examples. | | | | |
| Points out practical or "real world" applications. | | | | |
| Periodically summarizes points. | | | | |
| <u>Classroom Environment</u> | | | | |
| Gives students sufficient opportunities to ask questions. | | | | |
| Asks questions of varying difficulty. | | | | |
| Waits at least 5 seconds after asking for a response before resuming | | | | |
| Asks questions that require more than a one or two word | | | | |

| Behaviors Associated with Effective Learning | Weak | Satisfactory | Strong | Comments [attach additional sheet if necessary) |
|--|------|--------------|--------|---|
| Makes eye contact with students in different parts of the classroom. | | | | |
| Avoids interrupting students during their responses. | | | | |
| Paces the lecture appropriately | | | | |
| Maintains students' attention throughout the lesson. | | | | |
| Provides opportunity for students to practice using the content. | | | | |
| <u>Presentation Style</u> | | | | |
| Speaks loudly and clearly. | | | | |
| Enunciates words clearly. | | | | |
| Speaks at an appropriate pace. | | | | |
| Avoids the use of "um," "ah," "ok," or other distracting phrases. | | | | |
| Varies voice pitch and tone. | | | | |
| Uses appropriate facial expressions | | | | |
| Appears relaxed in the classroom. | | | | |
| Shows enthusiasm about the content being taught | | | | |
| <u>Use of Visuals and Handouts</u> | | | | |
| Writes legibly on the chalkboard. | | | | |
| Uses visuals when needed. | | | | |
| Visuals are clear and easily seen. | | | | |
| Visuals represent a manageable amount of information. | | | | |

| Behaviors Associated with Effective Learning | Weak | Satisfactory | Strong | Comments [attach additional sheet if necessary) |
|--|------|--------------|--------|---|
| Allows students to view visuals for an appropriate amount of time. | | | | |
| Handouts are an aid for students' learning and integrated into lesson. | | | | |
| <u>Conclusion of the Lesson</u> | | | | |
| Repeats and emphasizes major points | | | | |
| Asks for students' questions. | | | | |
| Provides a "link" to how this lesson relates to subsequent ones. | | | | |