



Section 9A: Observation Criteria for Summative Evaluation- Online Teaching

Peer Observation of Teaching is coordinated by the candidate's Department Head/Director. They will identify an observer of the appropriate rank and title and request an observation for a fully online class that has been offered in the past year. The Department Head will pass on relevant information and class materials to the observer. The instructor will grant access to their course D2L site, giving "instructor read-only" access. The observer will use this template to complete their review and submit to the Department Head/Director by the date set to be included in the review by the Departmental Review Committee. These items are based on best practices for the design and facilitation of online courses. We recommend that reviewers cite specific evidence for all the criteria. If you have any questions about the peer observation of teaching, please contact Dr. Lisa Elfring with UCATT at elfring@arizona.edu.

Name of Observer: _____

Title and Rank of Observer: _____

Department: _____

College: _____

Name of Candidate Under Review: _____

Title and Rank of Candidate: _____

Department: _____

College: _____

Class Observation Details

Title of Class: _____

Class Catalog Number: _____

Brief Description of Class: _____

Class Enrollment: _____

Date of Observation(s): _____

Catalog Modality for the Class:

☐ Asynchronous, online

☐ Other (please specify): _____

Catalog Characterization for the Class:

☐ Colloquium

☐ Lecture

☐ Other (Please specify):

☐ Discussion

☐ Seminar

☐ Independent Study

☐ Studio

☐ Laboratory

☐ Workshop

Materials Reviewed for this Observation:

☐ Course

☐ Presentation Slides

☐ Syllabus

☐ D2L Site (candidate should
provide "Guest" access)

☐ Student Projects/
Assignments

☐ Other: (Please specify):

☐ Handouts

Please return this form to the **Department Head** upon completion.

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This form includes review criteria in four key areas: ***Course Design and Organization, Course Facilitation, Activities and Engagement, and Assessment and Evaluation***. These items are based on best practices for promoting student learning. Please provide specific examples for evidence of criteria under each category.

Categories and Criteria	Evidence	Comments
Course Design and Organization		
The course site is well organized and easy to navigate.		
Students can clearly understand all components and structure of the course.		
The instructor uses course tools to help students stay organized and build community (e.g., calendar and announcements).		
Course Facilitation		
The instructor provides information on how to begin the course.		
Learning objectives/outcomes are present in the course and in each module.		
Activities and Engagement		
The course has multiple and appropriate activities for students to learn the content.		
The course offers opportunities for interaction and communication from student to student, student to instructor and student to content.		
Assessment and Evaluation		
Multiple assessment strategies are used to measure content knowledge, using a mix of low-stakes and higher-stakes strategies.		
Regular feedback is provided in a timely manner throughout the course.		

Categories and Criteria	Evidence	Comments
Instructional Technologies		
The course uses a variety of technology tools to appropriately facilitate communication and learning.		
A variety of multimedia elements and/or learning objects are used to accommodate different learning styles throughout the course.		
Communication and Feedback		
The instructor offers multiple opportunities for students to give feedback on the course.		
Student feedback is used to help plan instruction and assessment of student learning.		
Supporting Learners		
The course provides a variety of course-specific resources including instructor contact information and how to get assistance.		
The course contains information about being an online learner and links to campus resources.		
Accessibility for All Students		
The course addresses the needs of all students via alternative instructional strategies and accessible course materials.		

Please provide a brief summary (500 words or less) of your assessment of the candidate's quality of teaching for promotion and/or tenure/continuing status review.

Return the form to the candidate's **Department Head** upon completion.

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