

Peer Observation of Teaching Protocol

Context or Background Information: Describe the setting in which the lesson took place, relevant information about the makeup of the class, and any other descriptive characteristics that would provide appropriate context to the observation.

Observation Area 1: Instructor Goals/Intentions for Class Session

Focus your comments on whether the goals were: 1) clearly stated or portrayed in an obvious fashion, 2) appropriate to the focus of the course, 3) explicitly connected to the flow of previous or future classes.

Observation Area 2: Significance of the class activities, topics, or issues

Focus your comments on whether the tasks performed by students or the topics being discussed 1) are relevant to the focus of the course, 2) require an appropriate investment of student time or effort.

Observation Area 3: Student engagement with the subject matter

Examine the degree to which student engagement occurred 1) over a substantial portion of the class meeting time, 2) by a broad segment of students attending the class, 3) in appropriate forms such as discussion, listening/processing, performing, reading, reflecting, speaking, or writing.

Observation Area 4: Examination of student achievement of goals

Focus your comments on how the instructor developed an understanding of student achievement of goals by methods such as 1) questioning students on course material, 2) observing student performance(s), 3) student-student discussion, 4) informal assessment techniques, 5) quizzes, or 6) other methods.

1=Highly satisfactory 2=Satisfactory 3=Could use improvement 4=Unsatisfactory

Overall Rating of Observed Teaching: _____

Table 1
Class Observation Checklist

Course: _____ **Instructor:** _____ **Date:** _____

Circle your responses to each of the questions and then add comments below the table.

	Exceeds expectations in all respects	Meets expectations in all respects	Meets expectations in most respects	Meets expectations in some respects	Meets expectations in few or no respects
1 – was well prepared for class	5	4	3	2	1
2 – was knowledgeable about the subject matter	5	4	3	2	1
3 – was enthusiastic about the subject matter	5	4	3	2	1
4 – spoke clearly, audibly, and confidently	5	4	3	2	1
5 – used a variety of relevant illustrations/examples	5	4	3	2	1
6 – made effective use of the board and/or visual aids	5	4	3	2	1
7 – asked stimulating and challenging questions	5	4	3	2	1
8 – effectively held class's attention	5	4	3	2	1
9 – achieved active student involvement	5	4	3	2	1
10 – treated students with respect	5	4	3	2	1

What worked well in the class? (Continue on back if necessary)

What could have been improved? (Continue on back if necessary)

Rater(s) _____

**Table 2
Course Material Checklist**

Course: _____ **Instructor:** _____ **Date:** _____

Circle your responses to each of the questions and then add comments below the table.

	Exceeds expectations in all respects	Meets expectations in all respects	Meets expectations in most respects	Meets expectations in some respects	Meets expectations in few or no respects
1. Course content includes the appropriate topics	5	4	3	2	1
2. Course content reflects the current state of the field	5	4	3	2	1
3. Course learning objectives are clear and appropriate	5	4	3	2	1
4. Course policies and rules are clear and appropriate	5	4	3	2	1
5. Lecture notes are well organized and clearly written	5	4	3	2	1
6. Supplementary handouts and web pages are well organized and clearly written	5	4	3	2	1
7. Assignments are consistent with objectives and appropriately challenging	5	4	3	2	1
8. Tests are consistent with learning objectives and appropriately challenging	5	4	3	2	1
9. Tests are clearly written and reasonable in length	5	4	3	2	1
10. Student products demonstrate satisfaction of learning objectives	5	4	3	2	1

What are the strengths of the course materials? (Continue on back if necessary)

What could have been improved? (Continue on back if necessary)

Rater(s) _____

Una propuesta de guía para las visitas docentes

Nombre del docente visitado:

Nombre del docente visitante:

Fecha:

Grupo:

1) Respeto al manejo del proceso de enseñanza por parte del docente:

- ¿Cómo usa su voz? ¿Se expresa oralmente con claridad?

- ¿Cómo usa el pizarrón?

- ¿Alienta un adecuado clima de trabajo en el salón?

- ¿Cómo es el relacionamiento con los alumnos?

2) Respeto a las condiciones de trabajo que pueden afectar el proceso de enseñanza:

- ¿Cuántos alumnos hay en clase? ¿Llegan en hora? ¿Se van antes?

- ¿El salón es adecuado? Luz, ventilación, tamaño, disposición de los asientos y del pizarrón, ruidos exteriores, etc.

- Las preguntas que realizan los alumnos sugieren carencias de conocimientos en temas “muy básicos” que pudieran dificultar el aprendizaje del tema previsto (por ej.: ¿cómo despejó esa m?, desconocen las reglas de derivación cuando se espera enseñarles integración, etc.)

3) Respeto a los aspectos involucrado en una clase de Matemática específicamente

a) Teóricos

- ¿Dedica toda la clase a la exposición o ofrece instancias para que los alumnos trabajen con ejemplos o discutan en grupos sobre alguna propuesta del docente?

- Durante sus exposiciones ¿invita a la participación de los estudiantes a que sugieran ideas para la resolución de un ejercicio, la demostración de un teorema o la formalización de una idea? ¿qué hace con los aportes de los estudiantes?

- ¿Indica cuál será el tema de la próxima clase? ¿Invita a sus alumnos a que lo estudien previamente, indicando de dónde pueden hacerlo? ¿Retoma esta invitación en su clase siguiente?
 - ¿Deja clara la idea central de la clase o se limita a dar una lista de definiciones, teoremas y ejemplos sin explicitar qué se espera de los alumnos?
- b) Prácticos
- ¿Qué porcentaje de la clase dedica a consultas individuales y al trabajo el grupo en general?
 - Cuando trabaja con todo el grupo: ¿da pistas sobre los ejercicios o los resuelve completamente? ¿invita a la participación de los estudiantes a que sugieran ideas para la resolución del problema? ¿qué hace con los aportes de los estudiantes?
 - ¿Cómo maneja los conocimientos teóricos involucrados en el tema de su clase del día? ¿Los menciona explícitamente? ¿Hace un resumen de los mismos al inicio de la clase?
- 4) Respecto a la atención prestada a las dificultades propias del aprendizaje**
- ¿Cómo maneja las dificultades que se prevé presenten los alumnos en los temas específicos de la asignatura? ¿las toma en cuenta? ¿los alerta? ¿las destaca?
 - ¿Se preocupa por cuestiones que se “asume” que conocen los alumnos como ser: demostrar, refutar, diferencias entre condiciones necesarias y suficientes, uso de cuantificadores, negación de afirmaciones, etc.?

5) Otros aspectos.

Center for Teaching

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What Is a Teaching Portfolio?

- Portfolios provide documented evidence of teaching from a variety of sources—not just student ratings—and provide context for that evidence.
- The process of selecting and organizing material for a portfolio can help one reflect on and improve one's teaching.
- Portfolios are a step toward a more public, professional view of teaching as a scholarly activity.
- Portfolios can offer a look at development over time, helping one see teaching as an ongoing process of inquiry, experimentation, and reflection.
- Teaching portfolios capture evidence of one's entire teaching career, in contrast to what are called course portfolios that capture evidence related to a single course. For more on course portfolios, see the [Peer Review of Teaching Projects's page on course portfolios](#).

Why Assemble a Teaching Portfolio?

Portfolios can serve any of the following purposes.

- Job applicants for faculty positions can use teaching portfolios to document their

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teaching effectiveness.

- Faculty members up for promotion or tenure can also use teaching portfolios to document their teaching effectiveness.
- Faculty members and teaching assistants can use teaching portfolios to reflect on and refine their teaching skills and philosophies.
- Faculty members and teaching assistants can use teaching portfolios, particularly ones shared online, to “go public” with their teaching to invite comments from their peers and to share teaching successes so that their peers can build on them. For more on going public with one’s teaching, see the [CFT’s Teaching Guide on the Scholarship of Teaching and Learning](#).

General Guidelines

- **Start now!** Many of the possible components of a teaching portfolio (see list below) are difficult, if not impossible, to obtain after you have finished teaching a course. Collecting these components as you go will make assembling your final portfolio much easier.
- **Give a fair and accurate presentation of yourself.** Don’t try to present yourself as the absolutely perfect teacher. Highlight the positive, of course, but don’t completely omit the negative.
- **Be selective in which materials you choose to include,** though be sure to represent a cross-section of your teaching and not just one aspect of it. A relatively small set of well-chosen documents is more effective than a large, unfiltered collection of all your teaching documents.
- **Make your organization explicit to the reader.** Use a table of contents at the beginning and tabs to separate the various components of your portfolio.
- **Make sure every piece of evidence in your portfolio is accompanied by some sort of context and explanation.** For instance, if you include a sample lesson plan, make sure to describe the course, the students, and, if you have actually used the lesson plan, a reflection on how well it worked.

Components of a Teaching Portfolio

1. Your Thoughts About Teaching

- A reflective “teaching statement” describing your personal teaching philosophy, strategies, and objectives (see [Teaching Philosophy](#)).
- A personal statement describing your teaching goals for the next few years

2. Documentation of Your Teaching

- A list of courses taught and/or TAed, with enrollments and a description of your responsibilities
- Number of advisees, graduate and undergraduate
- Syllabi
- Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
- Reading lists
- Assignments

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Gathering Feedback from Students

Exams and quizzes, graded and ungraded

- Handouts, problem sets, lecture outlines
- Descriptions and examples of visual materials used
- Descriptions of uses of computers and other technology in teaching
- Videotapes of your teaching

3. Teaching Effectiveness

- Summarized student evaluations of teaching, including response rate and relationship to departmental average
- Written comments from students on class evaluations
- Comments from a peer observer or a colleague teaching the same course
- Statements from colleagues in the department or elsewhere, regarding the preparation of students for advanced work
- Letters from students, preferably unsolicited
- Letters from course head, division head or chairperson
- Statements from alumni

4. Materials Demonstrating Student Learning

- Scores on standardized or other tests, before and after instruction
- Students' lab books or other workbooks
- Students' papers, essays, or creative works
- Graded work from the best and poorest students, with teacher's feedback to students
- Instructor's written feedback on student work

5. Activities to Improve Instruction

- Participation in seminars or professional meetings on teaching
- Design of new courses
- Design of interdisciplinary or collaborative courses or teaching projects
- Use of new methods of teaching, assessing learning, grading
- Preparation of a textbook, lab manual, courseware, etc.
- Description of instructional improvement projects developed or carried out

6. Contributions to the Teaching Profession and/or Your Institution

- Publications in teaching journals
- Papers delivered on teaching
- Reviews of forthcoming textbooks
- Service on teaching committees
- Assistance to colleagues on teaching matters
- Work on curriculum revision or development

7. Honors, Awards, or Recognitions

- Teaching awards from department, college, or university

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- Teaching awards from profession
- Invitations based on teaching reputation to consult, give workshops, write articles, etc.
- Requests for advice on teaching by committees or other organized groups

Sample Teaching Portfolios

The website from University of Virginia provides sample teaching portfolios from a variety of disciplines. As you look at these portfolios, ask yourself,

- “What components did the author choose to include and which ones are most effective at describing their teaching?” and
- “What structural and organizational decisions did the author make as they assembled their portfolio?”

[Sample Portfolios from the University of Virginia Teaching Resource Center](#)

Electronic Teaching Portfolios

How do electronic portfolios differ from print portfolios?

- **Increased Accessibility:** Teaching portfolios are intended, in part, to make teaching public. Distributing a portfolio on the web makes it even more accessible to peers and others.
- **Multimedia Documents:** Technology allows for inclusion of more than just printed documents. For example, you can include video footage of yourself teaching, an audio voiceover providing context and reflection on the portfolio, or instructional computer programs or code you have written.
- **Nonlinear Thinking:** The web facilitates nonlinear relationships between the components of your teaching portfolio. The process of creating a portfolio in this nonlinear environment can help you think about your teaching in new ways. For example, since readers can explore an e-portfolio in many different ways, constructing an e-portfolio gives you an opportunity to consider how different audiences might encounter and understand your work.
- **Copyright and Privacy Issues:** While examples of student work can be compelling evidence of your teaching effectiveness, publishing these examples online presents legal copyright and privacy issues. Talk to someone at the [VU Compliance Program](#) before doing so.

What Role Do Teaching Portfolios Play on the Job Market?

- According to an October 11, 2005, search on [HigherEdJobs.com](#), of the 1,000 ads for faculty jobs...
 - 585 include the words “teaching philosophy,”
 - 27 include the words “teaching statement,” and
 - 28 include the words “teaching portfolio.”

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Team/Collaborative Teaching

- According to an October 11, 2005, search on Chronicle.com, of the 2,978 ads for faculty/research jobs...
 - 388 include the words “teaching philosophy,”
 - 5 include the words “teaching statement,” and
 - 8 include the words “teaching portfolio.”
- While these data indicate that teaching portfolios are not frequently requested of job applicants to faculty positions, it is not just the physical document that plays a role. The process of constructing a teaching portfolio—and reflecting on your teaching—will prepare you to...
 - write a meaningful teaching philosophy statement and
 - to discuss your teaching more effectively during interviews.

Other Resources

The following books on teaching portfolios are available for check-out in the Center for Teaching’s library.

- Seldin, Peter, *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*, 3rd edition, Anker, 2004.
- Cambridge, Barbara, *Electronic Portfolios: Emerging Practices in Student, Faculty, and Institutional Learning*, American Association for Higher Education, 2001.
- Hutchings, Pat, ed., *The Course Portfolio: How Faculty Can Examine Their Teaching to Advance Practice and Improve Student Learning*, American Association for Higher Education, 1998.
- Murray, John P., *Successful Faculty Development and Evaluation: The Complete Teaching Portfolio*, ERIC Clearinghouse on Higher Education, 1997.
- Anderson, Erin, ed., *Campus Use of the Teaching Portfolio: Twenty-Five Profiles*, American Association for Higher Education, 1993.

The following web sites offer additional resources and strategies for creating effective teaching portfolios:

- [Developing a Teaching Portfolio](#), from the Center for Instructional Development and Research at the University of Washington
- [Developing a Teaching Portfolio](#), from the Office of Faculty and TA Development, The Ohio State University
- [The Teaching Portfolio](#), an Occasional Paper from the University of Michigan’s Center for Research on Learning and Teaching
- [What is a Teaching Portfolio?](#), from the Office of Instructional Consultation, UCSB.
- [Assembling Your Teaching Portfolio](#), from the Center for Teaching Effectiveness at the University of Texas-Austin
- [The Teaching Portfolio](#), from the Center for Teaching Excellence at Duquesne University
- [Teaching Portfolio Handbook](#), from Brown University
- [“The Teaching Portfolio,”](#) an article published by the Professional and Organizational Development (POD) Network in Higher Education

Visual Thinking

Teaching Vanderbilt Undergraduates

Teaching Students with Disabilities

From the CFT Blog



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What is a Teaching Statement?

A Teaching Statement is a purposeful and reflective essay about the author's teaching beliefs and practices. It is an individual narrative that includes not only one's beliefs about the teaching and learning process, but also concrete examples of the ways in which he or she enacts these beliefs in the classroom. At its best, a Teaching Statement gives a clear and unique portrait of the author as a teacher, avoiding generic or empty philosophical statements about teaching.

What Purposes does the Teaching Statement Serve?

The Teaching Statement can be used for personal, professional, or pedagogical purposes. While Teaching Statements are becoming an increasingly important part of the hiring and tenure processes, they are also effective exercises in helping one clearly and coherently conceptualize his or her approaches to and experiences of teaching and learning. As [Nancy Van Note Chism](#), Professor of Education at IUPUI observes, "The act of taking time to consider one's goals, actions, and vision provides an opportunity for development that can be personally and professionally enriching. Reviewing and revising former

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statements of teaching philosophy can help teachers to reflect on their growth and renew their dedication to the goals and values that they hold.”

What does a Teaching Statement Include?

A Teaching Statement can address any or all of the following:

- *Your* conception of how learning occurs
- A description of how *your* teaching facilitates student learning
- A reflection of why *you* teach the way you do
- The goals *you* have for yourself and for your students
- How *your* teaching enacts your beliefs and goals
- What, for *you*, constitutes evidence of student learning
- The ways in which *you* create an inclusive learning environment
- *Your* interests in new techniques, activities, and types of learning

“If at all possible, your statement should enable the reader to imagine you in the classroom, teaching. You want to include sufficient information for picturing not only you in the process of teaching, but also your class in the process of learning.” – Helen G. Grundman, [*Writing a Teaching Philosophy Statement*](#)

General Guidelines

- Make your Teaching Statement **brief** and **well written**. While Teaching Statements are probably longer at the tenure level (i.e. 3-5 pages or more), for hiring purposes they are typically **1-2 pages** in length.
- Use **narrative, first-person** approach. This allows the Teaching Statement to be both personal and reflective.
- Be **sincere** and unique. Avoid clichés, especially ones about how much passion you have for teaching.
- Make it **specific** rather than abstract. Ground your ideas in **1-2 concrete examples**, whether experienced or anticipated. This will help the reader to better visualize you in the classroom.
- Be **discipline specific**. Do not ignore your research. Explain how you advance your field through teaching.
- **Avoid jargon** and technical terms, as they can be off-putting to some readers. Try not to simply repeat what is in your CV. Teaching Statements are not exhaustive documents and should be used to complement other materials for the hiring or tenure processes.
- Be **humble**. Mention students in an enthusiastic, not condescending way, and illustrate your willingness to learn from your students and colleagues.
- **Revise**. Teaching is an evolving, reflective process, and Teaching Statements can

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be adapted and changed as necessary.

Reflection Questions To Help You Get You Started:*

- Why do you teach the way you do?
- What should students expect of you as a teacher?
- What is a method of teaching you rely on frequently? Why don't you use a different method?
- What do you want students to learn? How do you know your goals for students are being met?
- What should your students be able to know or do as a result of taking your class?
- How can your teaching facilitate student learning?
- How do you as a teacher create an engaging or enriching learning environment?
- What specific activities or exercises do you use to engage your students? What do you want your students to learn from these activities?
- How has your thinking about teaching changed over time? Why?

*These questions and exercises are meant to be tools to help you begin reflecting on your beliefs and ideas as a teacher. No single Teaching Statement can contain the answers to all or most of these inquiries and activities.

Exercises to Help You Get You Started:*

- [The Teaching Portfolio](#), including a section on teaching statements, Duquesne University Center for Teaching Excellence. *This website includes five effective exercises to help you begin the writing process*
- [Teaching Goals Inventory](#), by Thomas A. Angelo and K. Patricia Cross and their book *Classroom Assessment Techniques*. *This "quiz" helps you to identify or create your teaching and learning goals.*
- [Teaching Perspectives Inventory](#), *This survey can help you collect your thoughts and summarize your ideas about teaching and learning.*
- [Articulating your Philosophy of Teaching Statement](#), from the Center for Effective Teaching and Learning at the University of Texas at El Paso. *Various exercises to guide someone in thinking about, articulating, and writing a statement of teaching philosophy.*

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Evaluating Your Teaching Statement

[Writing A Statement Of Teaching Philosophy For The Academic Job Search](#) (opens as

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a PDF), The Center for Research on Learning and Teaching at the University of Michigan.

This report includes a useful rubric for evaluating teaching philosophy statements. The design of the rubric was informed by experience with hundreds of teaching philosophies, as well as surveys of search committees on what they considered successful and unsuccessful components of job applicants' teaching philosophies.

Further Resources:

General Information on and Guidelines for Writing Teaching Statements

- [Writing a Philosophy of Teaching Statement](#), Faculty and TA Development at The Ohio State University. *This site provides an in-depth guide to teaching statements, including the definition of and purposes for a teaching statement, general formatting suggestions, and a self-reflective guide to writing a teaching statement.*
- [Writing a Teaching Philosophy Statement](#), Center for Excellence in Teaching and Learning at Iowa State University. *This document looks at four major components of a teaching statement, which have been divided into questions—specifically, to what end? By what means? To what degree? And why? Each question is sufficiently elaborated, offering a sort of scaffolding for preparing one's own teaching statement.*
- [Writing a Meaningful Statement of Teaching Philosophy](#), McGraw Center for Teaching and Learning at Princeton University. *This website offers strategies for preparing and formatting your teaching statement.*

Articles about Teaching Statements

- Grundman, Helen (2006). [Writing a Teaching Philosophy Statement](#) (opens as a PDF), *Notices of the AMS*, Vol. 53, No. 11, p. 1329.
- Montell, Gabriela (2003). [How to Write a Statement of Teaching Philosophy](#), from the Chronicle Manage Your Career section of the *Chronicle of Higher Education*.
- Montell, Gabriela (2003). [What's Your Philosophy on Teaching, and Does it Matter?](#), from the Chronicle Manage Your Career section of the *Chronicle of Higher Education*.



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