College of Hospitality, Retail and Sport Management (HRSM)

Peer Teaching Observation (Updated 06Aug2025)

Course Designator and Number:

Course Faculty: Department/School:

Observing Faculty: Department/School:

Date of Observation: Time of Observation:

The College of HRSM Peer **Teaching Observation Checklist\*** may be used for peer observations in face-to-face, blended, or online courses.  It can be used for two primary purposes:

1. As a developmental tool to provide formative feedback to foster continuous improvement and enhance teaching skills; and
2. As an evaluative tool to document teaching performance for annual reviews, tenure, promotion, or continuing appointment processes.

The Checklist focuses on observable actions and behaviors of the faculty member during a single class session (or online lesson), covering teaching practices that can be implemented across various teaching models and instructional styles. It does *not* include an evaluation of course design, aspects of teaching that cannot be observed, or industry-specific practices.

**Before the observation**, the faculty member being observed should meet with the peer observer to discuss the faculty member’s professional development goals, and to share the course purpose, format, and the learning objectives for the class session.  The peer observer should be familiar with the course learning objectives listed in the syllabus and have sufficient knowledge of the course content to fairly evaluate the effectiveness of instruction.

**During the observation**, the peer observer should watch for examples of effective teaching methods used by the faculty member, and document them on the checklist.  The peer observer’s ratings should be honest, constructive, and supplemented with examples supporting the rating. Comments should reflect the faculty member's observable actions and behaviors during the specific class session (or online lesson).

**After the observation**, the peer observer and the faculty member should meet again to discuss the peer observer’s findings and best practices in teaching and learning. A copy should be shared with the faculty member and their supervisor when appropriate.

\*The Checklist is based on information provided by the University of South Carolina's Center for Teaching Excellence (CTE) and Chickering, A. & Gamson, Z. (1987). [Seven principles for good practice in undergraduate education](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.lonestar.edu%2Fmultimedia%2Fsevenprinciples.pdf&data=05%7C02%7CTCREWS%40hrsm.sc.edu%7Cd5a397bbbe2e4c49c3c708dcf20150c3%7C4b2a4b19d135420e8bb2b1cd238998cc%7C0%7C0%7C638651334674982151%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=w8GQkBVpJQ6h19QXDXQ3r2rXKj%2B46jwJ3thnD3aPi3A%3D&reserved=0). *AAHE Bulletin (39 )*7.

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| **CONTEXT:**  Provide pertinent characteristics of the course, student population, enrollment, and other general information. |  | | |
| In-Person | Hybrid (partially online and partially in-person | Other (describe below) | |
| 100% online - asynchronous | 100% online – synchronous |
|  | | | |
| **ENCOURAGES CONTACT BETWEEN STUDENTS AND FACULTY** | | | **RATING** |
| * Exhibits an approachable and accessible demeanor. | | | Yes  No |
| **DEVELOPS RECIPROCITY AND COOPERATION AMONG STUDENTS** | | | **In-Person Course** |
| * Encourages student-to-student interaction. | | | Outstanding  Excellent  Good  Fair  Unacceptable |
| * Responds effectively to issues or problems that were raised. | | | Outstanding  Excellent  Good  Fair  Unacceptable  N/A |

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| **ENCOURAGES ACTIVE LEARNING** | **RATING** |
| * Leads students in reflection on learning activities and/or subject matter. | Yes  No |
| * Uses teaching practices that increase student motivation, learning, and fosters growth mindset. | Outstanding  Excellent  Good  Fair  Unacceptable |
| * Uses instructional technology effectively to support student learning. | Yes  No |

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| * Incorporates Active Learning and manages it well. | Outstanding  Excellent  Good  Fair  Unacceptable |

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| **GIVES PROMPT FEEDBACK** | **RATING** |

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| * Creates a learning environment where students feel comfortable asking questions. | Yes  No |
| * Provides students with constructive feedback on comprehension, application or performance. | Outstanding  Excellent  Good  Fair  Unacceptable |
| * Communicates effectively with students. | Outstanding  Excellent  Good  Fair  Unacceptable |
| * Correctly answers questions clearly, confidently, and simply. | Outstanding  Excellent  Good  Fair  Unacceptable |

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| **EMPHASIZES TIME ON TASK** | **RATING** |
| * Starts and ends session on time. | Yes  No |
| * Plans and organizes subject matter with a logical flow. | Yes  No |
| * Scaffolds learning for better mastery of difficult content. | Yes  No |
| * Schedules and makes assignments available on a timely basis. | Yes  No |
| * Maximizes the learning time. | Outstanding  Excellent  Good  Fair  Unacceptable |
| * Plans learning activities that are well-timed. | Outstanding  Excellent  Good  Fair  Unacceptable |
| **RESPECTS DIVERSE TALENTS AND WAYS OF LEARNING** | **RATING** |
| * Responds to varying educational backgrounds and learning needs of students. | Outstanding  Excellent  Good  Fair  Unacceptable |
| * Fosters a positive and inclusive learning environment. | Outstanding  Excellent  Good  Fair  Unacceptable |

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| **COMMUNICATES HIGH EXPECTATIONS** | | **RATING** |
| * Communicates learning objectives for class session. | | Yes  No |
| * Selects subject matter that is appropriately challenging for students. | | Yes  No |
| * Demonstrates mastery of subject matter. | | Yes  No |
| * Facilitates the use of discipline-specific language by students. | | Yes  No |
| * Provides real-world applications of course subject matter. | | Yes  No |
| * Builds on prior student knowledge. | | Yes  No |
| * Engages students in higher-order thinking activities. | | Outstanding  Excellent  Good  Fair  Unacceptable |
| * Promotes mastery of learning objectives. | | Outstanding  Excellent  Good  Fair  Unacceptable |
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| **Additional Comments** | Include any other observed strengths of the faculty and/or any suggestions for improvement. | |

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| **Overall, I rate the class session as** | **Outstanding**  **Excellent**  **Good**  **Fair**  **Unacceptable** |
| **I affirm that the class observation and this peer review and comments were personally completed by me as an objective observer.**  **DATE:**  **SIGNATURE:** | |
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