Peer Observations

In 1993, the UNC General Administration issued Memorandum 338 which directed all constituent institutions to design and implement procedures for peer review of teaching. In 1996, the Carolina Colloquy for University Teaching received a grant from UNC-GA to design and sponsor an Intercampus Dialogue on Peer Review of Teaching. Fifty-six faculty members from UNC universities, including eight Faculty Assembly delegates, assembled to exchange information on the current status of their efforts in this regard. One of the basic recommendations that came out of the Intercampus Dialogue was that of conducting peer observations of classroom teaching for summative purposes. Recommendations also were made for formative evaluations. Additionally, the recommendation was made that peer observation processes be reviewed occasionally.

The College of Education at UNC-Charlotte began the development of their peer observation process in 1994 and peer observations of untenured faculty members have been conducted since the process was developed. The process was re-examined and revised in 1998 and 2003. The most recent revision in 2012 includes a process for supporting the development of effective teaching for non-tenure eligible and part-time faculty.

Peer Observations in the College of Education include both formative and summative procedures. A set of procedures for tenure eligible, non-tenure eligible, and part-time faculty are described below.

*Full-Time Clinical Faculty – University Supervisors*

Reappointment:

In the final 2 years of the initial appointment contract the US would be required to participate in

- 2 years of a formative supervision enhancement planning,
- 1 observation of full time Office of Field Experience (OFE) supervisor (preferably the mentor), and
- 2 summative peer observations of supervision.

A supervision enhancement plan will be completed with the mentor. As a part of this plan, the mentor and supervisor will use cooperating teacher and student teacher evaluation data to identify trends. Additionally, the supervisor would self identify areas of growth or improvement. At least one topic or focal area for enhancement will be identified. A timeline and action steps to be completed within the academic year will be developed. Examples of potential action steps include a) observation of additional OFE supervisors; b) observation of student teaching seminar conducted by OFE supervisor; c) participation in workshop or professional development targeting topic or focal area; d) summarize and/or incorporate resource materials on topic or focal area into supervisor behaviors or seminar content. A post review meeting will be conducted with the mentor about progress in completing action steps, including a reflection on changes in supervision style or practice as a result of SEP experience.
The supervisor can use the supervisor summative evaluation form or any other form as appropriate during observation of the OFE supervisor. It is recommended that a preconference and post conference occur as part of this process.

The summative evaluation will be conducted by either the Director of OFE or designee (at least 1 of the summative observations must be conducted by the Director). The summative evaluation would include a preconference, the observation, and a post conference.

- The preconference will include a discussion about the student teacher, including any areas of focus (e.g., planning, instruction, classroom management), the school, and observation details.
- The observation will occur during the student teacher’s instruction lesson and the post-conference with the student teacher and cooperation teacher as appropriate. Both observation parties (the full-time US and the Director or designee) will use the same observation tools (i.e., STAR, Observation Feedback Form) to observe the student teacher.
- The post conference will include a discussion of discrepancies between observers within the observation. The Director or designee and the full time supervisor will work collaboratively to identify strengths and suggestions for enhancement. Supervisor support for the electronic evidences will also be documented during the post conference.

*Full-Time Clinical Faculty- University Supervisor Promotion Procedures*

Promotion:

For candidates seeking promotion, the US would be required to participate in

- 1 year of a formative supervision enhancement plan, and
- 2 summative peer observations of supervision.

The summative evaluation would be conducted by either the Director of OFE or designee (at least 1 of the summative observations must be conducted by the Director).

Summative evaluation includes (see checklist)

1. Preconference
2. Observation
3. Post-conference

Clinical faculty with dual job responsibilities (i.e., teaching and supervision) would be able to submit one peer observation of teaching and one peer observation of supervision.

*Part-time University Supervisors*

Newly hired part time university supervisors will participate in 1 formative peer observation by the supervision mentor in the first or second contract period. Peer observation of PT supervisors would occur when the PT supervisor has full supervisory load as designated by Director of OFE. The Director of
OFE will consult with the supervision mentor to determine whether the process will be implemented in the first or second contract period. This peer observation process would occur once every 3 years. Part time supervisors who have completed their first two contracts, may request or be asked by the Director of OFE to participate in the peer observation process. It is optional, but should be encouraged, for the part time supervisor to participate in a formative peer observation of the supervision mentor during the first or second contract period.

Focus and structure are required for meaningful formative observations. Any form of observation (running records, anecdotal notes, etc.) may be utilized for formative evaluation purposes. The instruments used for summative evaluation may be used but are not required for formative observations.

For each formative observation, follow these steps:
1. Hold a pre-observation conference, classroom observation, and post observation conference.
2. Select an observation instrument or method for documentation (e.g. anecdotal records, running records, the instruments used for summative evaluation, etc.)
3. Obtain the signature of the mentor on the Part-Time Supervisor Peer Observation Schedule and Documentation form during the post-observation conference.