

**California State University Fullerton
Faculty Development Center
Peer Observation Process for Professional Development (POPPD)
for Classroom or Synchronous Instruction**

The purpose of the Classroom Peer Observation Process for Professional Development (POPPD) is to provide guidance for voluntary peer faculty observations. It is not intended to replace any required classroom observations for evaluation purposes. See your Department Personnel Standards and/or Department Standards for Lecturer Faculty for applicable guidance with regard to required classroom observations.

The following document includes guidelines for the 4-step voluntary process, which includes: 1) a pre-meeting to discuss the observation process. *The pre-meeting should take place face-to-face or through a live online meeting, and between one to two weeks before the observation,* 2) the observation, 3) a follow-up meeting to discuss what was observed, and 4) a feedback letter to provide written information regarding the observation.

Each step allows both the observer and the faculty being observed to be active participants in the process. POPPD also includes opportunities for reflection by both faculty members before creating a feedback letter.

POPPD was created through an in-depth analysis of nationwide classroom observation protocols with a diverse group of CSUF faculty in a variety of positions with representation from each college.

POPPD is intended to be used to fulfill a variety of needs such as peer observations, and feedback on instructional practices regarding engagement and diversity, equity, and inclusion (DEI) in teaching.

The FDC's goal is to provide reflective feedback in the teaching process; departments may choose to modify the protocol to fit departmental needs.

For additional help or professional development with this tool, please contact the FDC at fdc@fullerton.edu.

Observation Information

Faculty Observed:	
Observer:	
Course Title:	
# of Students:	
Date/Time/Location of Pre-Meeting:	
Date/Time/Location of Observation:	
Date/Time/Location of Follow-Up Meeting:	
Learning Outcomes for Class Observation:	
Other helpful information - What else would you like the observer to know about your class prior to the observation? (See additional questions in pre-meeting notes below.)	

The faculty member being observed can provide the observer with relevant materials related to the observation prior to visiting the class, e.g., syllabus, lecture materials, activities, etc.

Please note, the pre-meeting should take place face-to-face or through a live online meeting, and between one to two weeks before the observation.

Pre-Meeting

During the Pre-meeting, the two faculty members will meet to discuss the Peer Observation Process for Professional Development. The approximate amount of time to complete a pre-meeting is 30 minutes.

- Faculty should complete the “Observation Information” chart (p. 2)
- Faculty should review the list of potential items for observation (p. 4) and discuss which items will be observable during their class. The faculty being observed can also include any helpful information regarding how the items may be observed - during lecture, through activities, etc.
- Faculty should discuss the class format, allowing the observer to gain a general understanding of what to expect during the class.
 - a. The faculty member being observed can provide a general overview of the course set-up. For example, they can explain how they came to be the instructor of the course, if the course was pre-set for them or if they had control in how the course was created, if the content is predetermined, and any other helpful information related to the course and observation.
- Additional questions can be discussed at this time so that the two faculty members feel confident in the expectations for the observation and class time.
 - a. Faculty may wish to discuss other items they would like the observer to look for, such as (can include at the bottom of the “Potential Items for Observation” page under *Other Items*):
 - Specific activities used to enhance learning
 - Technology to support/enhance student learning
 - Specific items that your students state you do really well on SOQs and you want an observer to provide feedback on, or specific items that your students or department state you are lacking during your SOQs/evaluations and you want an observer to provide feedback on

Please note, the pre-meeting should take place face-to-face or through a live online meeting, and between one to two weeks before the observation.

Peer Observation Process for Professional Development for Classroom/Synchronous Instruction

Observation Tool

A classroom/synchronous observation can take place in a face-to-face classroom or in a live/synchronous online class meeting. The observer can use the Peer Observation Process tool to take notes of observable items. The approximate amount of time to complete the observation can vary from 30 minutes to 3 hours, depending on the class meeting being observed (**not all** items need to be observed).

Potential Items for Observation (not all items need to be observed)	Notes/Examples of Observation (not all items need to be observed)
How does the instructor present the module, lesson, and/or assignment objective(s)?	
How does the instructor create learning situations to meet the objectives of the class?	
How does the instructor present information in a clear and organized manner?	
How does the instructor demonstrate enthusiasm/interest for course material?	
How does the instructor communicate material in a way that is consistent with the level of the course?	
How does the instructor explain the content with examples, demonstrations, visual aids, and/or practical applications from a variety of sources (student, major, personal, etc.)?	
How does the instructor communicate instructions and guidelines for class activities?	
How does the instructor design class activities to promote engagement in any of the following: Student-to-instructor Student-to-content Student-to-student	
How does the instructor encourage student participation? (examples could include but are not limited to): asking questions allowing appropriate wait time for responses posing probing questions responding encouragingly	
How is attention to equity manifested/illustrated by the instructor? (examples could include but are not limited to): Attention to diverse learning abilities (neurodiversity) Inclusive learning experiences Accessibility Universal Design for Learning	
How does the instructor gauge students' understanding during the lesson and modify instruction as needed?	
Other items -	
Other items -	

Follow-Up Meeting

During the Follow-Up Meeting, the two faculty members will meet to discuss the POPPD Observation tool. The approximate amount of time to complete a follow-up meeting is 30-60 minutes.

- Faculty will review and discuss the list of observation items. The observer can explain their notes and examples of how the instructor demonstrated each observable item during the class.
- The faculty being observed can ask questions or explain why certain items may not have been observed during the class.
- The observer can ask questions or provide ideas related to areas that may have been missed during the observation.
- The follow-up meeting should be scheduled within one week following the teaching observation to ensure both faculty members clearly remember the class/observation.

** The follow-up meeting should take place face-to-face or through a live online meeting and within one week following the observation.*

Feedback Letter

The observer will write a follow-up letter discussing the teaching observation that they conducted. The approximate amount of time to complete a feedback letter is 30-60 minutes.

- The observer can use the pre-meeting, observation, and follow-up notes to write the feedback letter.
- The observer will explain how the observed faculty member demonstrated items on the observation list during the lesson.
- Before providing a final letter, the observer should provide a draft to the faculty member who was observed for review.

**Sample feedback letters are included on the FDC site with the POPPD documents.*