

PEER REVIEW OF TEACHING

Instructor:

Course:

Observer:

Date:

Pre-observation notes:

Part 1: COURSE INSTRUCTION AND OBSERVED INTERACTIONS *In the table below, indicate if evidence from the **entire peer review process (meetings, observations, and materials)** supports that the criteria occurs frequently, occasionally, or infrequently. If an item is not relevant to the course, mark **Not Observed**.*

Welcoming & Collaborative Dimension			
Learning Climate			
1a. Instructor establishes a positive and inclusive environment, including displaying a positive and productive tone and modeling a respectful attitude when interacting with students during class.	Frequently	Occasionally	Infrequently Not observed
1b. Instructor encourages questions, answers, and other contributions from all students and takes measures to ensure students don't monopolize the conversation.	Frequently	Occasionally	Infrequently Not observed
1c. Instructor provides opportunities for and/or encourages interactions between students.	Frequently	Occasionally	Infrequently Not observed
1d. Instructor ensures everyone has the ability to engage equitably by creating a safe and inclusive learning environment.	Frequently	Occasionally	Infrequently Not observed
Provide examples and feedback, especially for items marked "Infrequently" and "Not Observed."			

Empowering & Supportive Dimension			
Communication			



2a. Instructor responds to students in a way that encourages continued learning.	Frequently	Occasionally	Infrequently	Not observed
2b. Instructor incorporates appropriate verbal and/or non-verbal communication to emphasize important information.	Frequently	Occasionally	Infrequently	Not observed
2c. Instructor uses the physical space or learning technologies (as possible) to engage all students in course discussions.	Frequently	Occasionally	Infrequently	Not observed
Receptiveness to Student Needs				
2d. Instructor demonstrates active listening skills and genuine interest and awareness of student needs.	Frequently	Occasionally	Infrequently	Not observed
2e. Instructor uses appropriate wait time when asking for or prompting questions.	Frequently	Occasionally	Infrequently	Not observed
Provide examples and feedback, especially for items marked “Infrequently” and “Not Observed.”				

Structured & Intentional Dimension

Communication of Learning Objectives				
3a. The class session was organized, well-planned, and had a logical flow.	Frequently	Occasionally	Infrequently	Not observed
3b. During the class session, instructor provides clear, measurable, and level-appropriate learning objectives and aligns instructional activities to these learning objectives.	Frequently	Occasionally	Infrequently	Not observed
3c. Instructor uses informal assessments to give students feedback on their achievements of the learning objectives.	Frequently	Occasionally	Infrequently	Not observed



Preparation and Presentation			
3d. Instructor uses concrete examples/illustrations, visually or orally, to clarify content.	Frequently	Occasionally	Infrequently
		Not observed	
3e. Learning material and activities are chunked into sections to help students “digest” the material more easily and accommodate a diversity of working speeds.	Frequently	Occasionally	Infrequently
		Not observed	
3f. Instructor models best practices when presenting information such as describing and captioning images and citing sources.	Frequently	Occasionally	Infrequently
		Not observed	
Provide examples and feedback, especially for items marked “Infrequently” and “Not Observed.”			

Relevant & Engaging Instruction Dimension			
Knowledge of Subject, Content, and Discipline-specific Language			
4a. When introducing discipline-specific terms (or jargon), Instructor explains in a way that typical students can understand.	Frequently	Occasionally	Infrequently
		Not observed	
4b. Instructor answers questions confidently and clearly and acknowledges own knowledge gap, when necessary.	Frequently	Occasionally	Infrequently
		Not observed	
Contextual Relevance and Transferability			
4c. Instructor shows interest in students’ diverse experiences and encourages students to incorporate them into course activities when applicable.	Frequently	Occasionally	Infrequently
		Not observed	
4d. Instructor demonstrates transferability of knowledge to professional and/or personal life outside the course.	Frequently	Occasionally	Infrequently
		Not observed	
Appropriate Lesson Content or Level			



4e. Instructor allows students to construct their knowledge by connecting new concepts to prior class content and/or scaffolding learning.	Frequently Occasionally Infrequently Not observed
4f. Instructor assesses current student understanding and adjusts course delivery or activities to meet students' different learning needs.	Frequently Occasionally Infrequently Not observed
Engaged Learning	
4g. Instructor engages students in higher-order thinking during lessons.	Frequently Occasionally Infrequently Not observed
4h. Instructor designs, monitors, and adjusts lessons to ensure everyone is included and on-task.	Frequently Occasionally Infrequently Not observed
Provide examples and feedback, especially for items marked "Infrequently" and "Not Observed."	



Part 2: COURSE MATERIALS

Instructional materials include the syllabus; course web page; assigned readings, videos, and simulations; and assessments such as assignments, projects, papers, and exams. Observe a sample of these instructional materials. Add comments where necessary.

Instructional Materials Observed

- Course syllabus
- Assigned readings/videos/simulations
- Course webpage (Canvas)
- Assessments
- Other:

Course Materials for Inclusive, Effective Teaching	
Welcoming & Collaborative	
5a. Materials establish expectations that students' communication, behavior, and participation are respectful, professional, inclusive, and appropriate.	Proficient Developing Not Met Not observed
Empowering & Supportive	
5b. Materials invite students to contact the instructor outside of class, provide preferred method of contact, and expected wait time for a response.	Proficient Developing Not Met Not observed
5c. Syllabus specifies expectations of attendance and/or participation and any effect on grade.	Proficient Developing Not Met Not observed
5d. Course grading scale is clearly stated and includes points/percentages necessary to attain grade. The weight/points of each assessment toward the overall course grade is clear.	Proficient Developing Not Met Not observed
5e. Each assignment has its own specific description with clear instructions and appropriate lead time for completion.	Proficient Developing Not Met Not observed
5f. Information is provided on when and how grades and feedback for assignments will be returned.	Proficient Developing Not Met Not observed



5g. Required resources are equally available to all students.	Proficient Developing Not Met Not observed
5h. Digital content follows recommended best practices for accessibility (e.g. videos include closed captioning, alt tags for images, etc.) when used.	Proficient Developing Not Met Not observed
5i. Course materials or topics include diverse applications, perspectives, or authors.	Proficient Developing Not Met Not observed
Structured & Relevant	
5j. Syllabus is available on the Learning Management System (LMS; e.g., Canvas).	Proficient Developing Not Met Not observed
5k. Materials include the overall course goals and purpose of the course and/or the instructor's philosophy for the course.	Proficient Developing Not Met Not observed
5l. Learning objectives are listed in the syllabus or course webpage; these objectives reflect specific, measurable skills and knowledge.	Proficient Developing Not Met Not observed
5m. Learning activities and assessments both measure and are clearly mapped to course learning objectives and/or course learning goals.	Proficient Developing Not Met Not observed
5n. Unit learning activities provide multiple opportunities for practice prior to high-stakes (summative) assessments, like exams and presentations.	Proficient Developing Not Met Not observed
5o. A weekly plan for the semester is provided and includes class topics, readings, and assignment due dates.	Proficient Developing Not Met Not observed



Provide examples and feedback, especially for unchecked , “Not met”, or “Not observed” items.

Peer Review of Teaching

Part 3: SUMMARY

a. Summarize the instructional strategies that were used well by the instructor to engage a diverse student population, both in the learning environment and course materials.

b. Describe some areas for continued improvement for this instructor.

