

SUMMATIVE PEER REVIEW OF TEACHING

Instructor:

Course:

Reviewer:

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 and observations) supports that the criteria is Not Met, Developing, Proficient, or Not Observed. **Leave blank if an item is not relevant to the course.**

Welcoming & Collaborative Dimension				
Learning Climate				
Instructor establishes a positive environment for all learners, including displaying a welcoming and productive tone.*	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Instructor models a respectful attitude, when interacting with students during class and does not use stereotyping references.*	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Instructor encourages questions, answers, and other contributions from all students and takes measures to ensure students don't monopolize the conversation.*	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Instructor provides opportunities for or encourages interactions between students.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Instructor demonstrates awareness of all learners in the learning environment and ensures everyone has the opportunity to engage.*	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>



Empowering & Supportive Dimension

Communication

Instructor corrects misinformation in a way that encourages continued learning.

Not Met ☐ Developing ☐ Proficient ☐ Not observed ☐

Instructor incorporates appropriate verbal and non-verbal communication to emphasize important information.

Not Met ☐ Developing ☐ Proficient ☐ Not observed ☐

Instructor utilizes the physical space or learning technologies to engage all students in course discussions.

Not Met ☐ Developing ☐ Proficient ☐ Not observed ☐

Receptiveness to Student Needs

Instructor demonstrates active listening skills and genuine interest and awareness of student needs when interacting with students.

Not Met ☐ Developing ☐ Proficient ☐ Not observed ☐

Instructor appropriately utilizes wait time when asking or prompting for questions and seeks responses from many different students.*

Not Met ☐ Developing ☐ Proficient ☐ Not observed ☐

Structured & Intentional Dimension

Communication of Learning Objectives

The class session was organized, well-planned, and had a logical flow.

Not Met ☐ Developing ☐ Proficient ☐ Not observed ☐

Instructor provides clear, measurable, and level-appropriate learning objectives and aligns instructional activities to these learning objectives.

Not Met ☐ Developing ☐ Proficient ☐ Not observed ☐

Assessments (formative and summative) give students feedback on their achievements of the learning objectives.

Not Met ☐ Developing ☐ Proficient ☐ Not observed ☐

Preparation and Presentation

Instructor uses concrete examples/illustrations, visually or orally, to clarify content.

Not Met ☐ Developing ☐ Proficient ☐ Not observed ☐

Learning material and activities are chunked into sections to help students “digest” the material more easily and accommodate a range of working speeds.

Not Met ☐ Developing ☐ Proficient ☐ Not observed ☐

Instructor models best practices when presenting information such as describing and captioning images and citing sources.*

Not Met ☐ Developing ☐ Proficient ☐ Not observed ☐



Relevant & Engaging Instruction Dimension				
Knowledge of Subject, Content, and Discipline-specific Language				
Instructor explains use of discipline-specific terms in a way all students can understand.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Instructor answers questions confidently and clearly and acknowledges own knowledge gap, when necessary.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Instructor demonstrates an awareness of different perspectives and contributions to the discipline.*	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Contextual Relevance and Transferability				
Instructor shows interest in students' varied experiences and encourages students to incorporate them into course activities.*	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Instructor demonstrates transferability of knowledge to professional and/or personal life outside the course.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Appropriate Lesson Content or Level				
Instructor helps students construct their knowledge by using tactics like connecting new concepts to prior class content or building from easier tasks to more difficult tasks.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Instructor assesses current student understanding and adjusts course delivery or activities to meet students' different learning needs.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Active Learning				
Instructor engages students in higher-order thinking activities during lessons.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Instructor designs, monitors, and adjusts active learning exercises to ensure everyone is included and on-task.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>



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 and indicate the observable criteria demonstrated with a check mark. Add comments where necessary.

Instructional Materials Observed

- | | |
|--|---|
| <input type="checkbox"/> Course syllabus | <input type="checkbox"/> Assigned readings/videos/simulations |
| <input type="checkbox"/> Course webpage (Canvas) | <input type="checkbox"/> Assessments |
| <input type="checkbox"/> Other: | |

Course Materials to support Teaching for Learning Effectiveness				
Welcoming & Collaborative				
Materials establish expectations that students' communication, behavior, and participation are respectful, professional, and appropriate.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Materials define standards for behavior that support a positive and supportive learning environment for all.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Empowering & Supportive				
Materials invite students to contact the instructor outside of class, provide preferred method of contact, and expected wait time for a response.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Syllabus specifies expectations of attendance and/or participation and any effect on grade.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Each assignment has its own specific description with clear instructions and appropriate lead time for completion.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Required resources are equally available to all students.*	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Content follows recommended best practices for accessibility (e.g., videos include closed captioning, alt tags for images, etc.) and/or adds new accommodations each semester.*	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Course materials or topics include a variety of perspectives, authors, or applications.*	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Structured & Intentional				
Materials include the overall course goals and purpose of the course and/or the instructor's philosophy for the course.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>



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Unit learning objectives are listed in the syllabus or course webpage; these objectives reflect specific, measurable skills.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed
Unit learning activities and assessments both measure and are clearly mapped to course learning objectives and/or course learning goals.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed <input type="checkbox"/>
Frequent low-stakes (formative) assessments provide practice for high-stakes (summative) assessments, like exams and presentations.	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed
Relevant & Engaging				
Assessment is done using a variety of methods (e.g., exams, projects, presentations, etc.).	Not Met <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Not observed
Course Materials Checklist				
<p><i>For each of the following, check if it is present in the Course Materials.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus is available on the Learning Management System (LMS; e.g., Canvas). <input type="checkbox"/> LMS provides guidance on how to navigate the online course materials. <input type="checkbox"/> Course grading scale is clearly stated and includes points/percentages necessary to attain grade. <input type="checkbox"/> Materials explain the weight/points of each assessment toward the overall course grade. <input type="checkbox"/> If credit is awarded for participation, the method for grading participation is specified. <input type="checkbox"/> Grades are maintained on a secure online system for students to access (e.g., Canvas) and are up-to-date. <input type="checkbox"/> Information is provided on when and how grades and feedback for assignments will be returned. <input type="checkbox"/> Due dates/times for all exams and major assessments are clearly stated. <input type="checkbox"/> How late work will affect score on an assignment is specifically stated. <input type="checkbox"/> Requirements of specific technology (e.g., computers, software, etc.) are clearly stated. <input type="checkbox"/> Required and optional (if any) course materials are specified in the course materials. <input type="checkbox"/> A weekly plan for the semester is provided and includes class topics, readings, and assignment due dates. <input type="checkbox"/> Materials explain average weekly time-on-task for the class. <input type="checkbox"/> Syllabus specifies expectations of attendance and/or participation and any effect on grade. <input type="checkbox"/> Minimum technical skills required are clearly stated, when appropriate. 				



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Part 3: SUMMARY

- a. Twelve criteria are tagged with an asterisk, indicating they are of particular importance for creating a learning environment where all learners are welcomed, engaged, and supported. These criteria are distributed among the Four Dimensions of Teaching for Learning Effectiveness. Review the ratings for these criteria and write a summary of the extent to which the instructor reaches proficiency in this area in general. Identify any specific areas for growth.
- b. Summarize the instructional strategies you observed in both the learning environment and materials. Provide constructive insight on strengths and areas for future development.

