# **Formative Peer Review of Teaching**

**Instructor**:

**Reviewer**:

**Course**:

**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 | Discussed | Observed | Not Relevant |
| --- | --- | --- | --- |
| Instructor establishes a positive environment for all learners, including displaying a welcoming and productive tone.\* |  |  |  |
| Instructor models a respectful attitude, when interacting with students during class and does not use stereotyping references.\* |  |  |  |
| Instructor encourages questions, answers, and other contributions from all students and takes measures to ensure students don’t  monopolize the conversation.\* |  |  |  |
| Instructor provides opportunities for or encourages interactions between students. |  |  |  |
| Instructor demonstrates awareness of all learners in the learning environment and ensures everyone has the  opportunity to engage.\* |  |  |  |

Provide examples and feedback, especially for items marked “Not met”.

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### Empowering & Supportive Dimension

| Communication | Discussed | Observed | Not Relevant |
| --- | --- | --- | --- |
| Instructor corrects misinformation in a way that encourages continued learning. |  |  |  |
| Instructor incorporates appropriate verbal and non-verbal communication to emphasize important information. |  |  |  |
| Instructor utilizes the physical space or learning technologies to engage all students in course discussions. |  |  |  |

| Receptiveness to Student Needs | Discussed | Observed | Not Relevant |
| --- | --- | --- | --- |
| Instructor demonstrates active listening skills and genuine interest and awareness of student needs when interacting with students. |  |  |  |
| Instructor appropriately utilizes wait time when asking or prompting for questions and seeks responses from many different students.\* |  |  |  |

Provide examples and feedback, especially for items marked “Not met”.

### Structured & Intentional Dimension

| Communication of Learning Objectives | Discussed | Observed | Not Relevant |
| --- | --- | --- | --- |
| The class session was organized, well-planned, and had a logical flow. |  |  |  |
| Instructor provides clear, measurable, and level-appropriate learning objectives and aligns instructional activities to these  learning objectives. |  |  |  |
| Assessments (formative and summative) give students feedback on their achievements of the learning objectives. |  |  |  |

| Preparation and Presentation | Discussed | Observed | Not Relevant |
| --- | --- | --- | --- |
| Instructor uses concrete examples/illustrations, visually or orally, to clarify content. |  |  |  |
| Learning material and activities are chunked into sections to help students “digest” the material more easily and accommodate a  range of working speeds. |  |  |  |
| Instructor models best practices when presenting information such as describing and captioning images and citing sources.\* |  |  |  |

Provide examples and feedback, especially for items marked “Not met”.

### Relevant & Engaging Instruction Dimension

|  |  |  |  |
| --- | --- | --- | --- |
| Knowledge of Subject, Content, and Discipline-specific Language | Discussed | Observed | Not Relevant |
| Instructor explains use of discipline-specific terms in a way all students can understand. |  |  |  |
| Instructor answers questions confidently and clearly and acknowledges own knowledge gap, when necessary. |  |  |  |
| Instructor demonstrates an awareness of different perspectives and contributions to the discipline.\* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Contextual Relevance and Transferability | Discussed | Observed | Not Relevant |
| Instructor shows interest in students’ varied experiences and encourages students to incorporate them into course activities.\* |  |  |  |
| Instructor demonstrates transferability of knowledge to professional and/or personal life outside the course. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Appropriate Lesson Content or Level | Discussed | Observed | Not Relevant |
| 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. |  |  |  |
| Instructor assesses current student understanding and adjusts  course delivery or activities to meet students’ different learning needs. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Active Learning | Discussed | Observed | Not Relevant |
| Instructor engages students in higher-order thinking activities during lessons. |  |  |  |
| Instructor designs, monitors, and adjusts active learning exercises to ensure everyone is included and on-task. |  |  |  |

Provide examples and feedback, especially for items marked “Not met”.

## 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:**

Course syllabus  Assigned readings/videos/simulations

Course website (Canvas)  Assessments

Other: Describe other materials observed

### Course Materials to support Teaching for Learning Effectiveness

| Welcoming & Collaborative | Discussed | Observed | Not Relevant |
| --- | --- | --- | --- |
| Materials establish expectations that students’ communication, behavior, and participation are respectful, professional, and  appropriate. |  |  |  |
| Materials define standards for behavior that support a positive and supportive learning environment for all. |  |  |  |

| Empowering & Supportive | Discussed | Observed | Not Relevant |
| --- | --- | --- | --- |
| Materials invite students to contact the instructor outside of class, provide preferred method of contact, and expected wait time for a  response. |  |  |  |
| Syllabus specifies expectations of attendance and/or participation and any effect on grade. |  |  |  |
| Each assignment has its own specific description with clear instructions and appropriate lead time for completion. |  |  |  |
| Required resources are equally available to all students.\* |  |  |  |
| 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.\* |  |  |  |
| Course materials or topics include a variety of perspectives, authors, or applications.\* |  |  |  |

| Structured & Intentional | Discussed | Observed | Not Relevant |
| --- | --- | --- | --- |
| Materials include the overall course goals and purpose of the course and/or the instructor’s philosophy for the course. |  |  |  |
| Unit learning objectives are listed in the syllabus or course webpage; these objectives reflect specific, measurable skills. |  |  |  |
| Unit learning activities and assessments both measure and are clearly mapped to course learning objectives and/or course learning goals. |  |  |  |
| Frequent low-stakes (formative) assessments provide practice for high-stakes (summative) assessments, like exams and presentations. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Relevant & Engaging | Discussed | Observed | Not Relevant |
| Assessment is done using a variety of methods (e.g., exams, projects, presentations, etc.). |  |  |  |

### Course Materials Checklist

*For each of the following, check if it is present in the Course Materials.*

Syllabus is available on the Learning Management System (LMS; e.g., Canvas).

LMS provides guidance on how to navigate the online course materials.

Course grading scale is clearly stated and includes points/percentages necessary to attain grade.

Materials explain the weight/points of each assessment toward the overall course grade.

If credit is awarded for participation, the method for grading participation is specified.

Grades are maintained on a secure online system for students to access (e.g., Canvas) and are up-to-date.

Information is provided on when and how grades and feedback for assignments will be returned.

Due dates/times for all exams and major assessments are clearly stated.

How late work will affect score on an assignment is specifically stated.

Requirements of specific technology (e.g., computers, software, etc.) are clearly stated.

Required and optional (if any) course materials are specified in the course materials.

A weekly plan for the semester is provided and includes class topics, readings, and assignment due dates.

Materials explain average weekly time-on-task for the class.

Syllabus specifies expectations of attendance and/or participation and any effect on grade.

Minimum technical skills required are clearly stated, when appropriate.

Provide examples and feedback, especially for items marked “Not met”.

## Part 3: SUMMARY

1. *Eleven 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.*
2. *Summarize the instructional strategies you observed in both the learning environment and materials. Provide constructive insight on strengths and areas for future development.*