# SUMMATIVE PEER REVIEW OF TEACHING

Instructor:                                              Course:
Observer:                                               Date:

Pre-observation notes:

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# 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 and inclusive environment, including displaying a positive and productive tone. IDE | Not Met ☐ | Developing ☐ | Proficient ☐ | Not observed ☐ |
| Instructor models a respectful attitude, including using preferred student names and pronouns when interacting with students during class and non-stereotyping references. IDE | Not Met ☐ | Developing ☐ | Proficient ☐ | Not observed ☐ |
| Instructor encourages questions, answers, and other contributions from all students and takes measures to ensure students don't monopolize the conversation. IDE | Not Met ☐ | Developing ☐ | Proficient ☐ | Not observed ☐ |
| Instructor provides opportunities for or encourages interactions between students. | Not Met ☐ | Developing ☐ | Proficient ☐ | Not observed ☐ |
| Instructor demonstrates awareness of student diversity in the learning environment and ensures everyone has the ability to engage equitably. IDE | Not Met ☐ | Developing ☐ | Proficient ☐ | Not observed ☐ |

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

## Empowering & Supportive Dimension

### Communication

| | Not Met | Developing | Proficient | Not observed |
|---|---|---|---|---|
| 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

| | Not Met | Developing | Proficient | Not observed |
|---|---|---|---|---|
| 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 a diversity of students. [IDE] | ☐ | ☐ | ☐ | ☐ |

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

## Structured & Intentional Dimension

### Communication of Learning Objectives

| | Not Met | Developing | Proficient | Not observed |
|---|---|---|---|---|
| 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

| | Not Met | Developing | Proficient | Not observed |
|---|---|---|---|---|
| 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 diversity of working speeds. | ☐ | ☐ | ☐ | ☐ |
| Instructor models best practices when presenting information such as describing and captioning images and citing sources. [IDE] | ☐ | ☐ | ☐ | ☐ |

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

## Relevant & Engaging Instruction Dimension

### Knowledge of Subject, Content, and Discipline-specific Language

| | Not Met | Developing | Proficient | Not observed |
|---|:---:|:---:|:---:|:---:|
| 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 diverse perspectives and contributions to the discipline by members of traditionally underrepresented groups. IDE | ☐ | ☐ | ☐ | ☐ |

### Contextual Relevance and Transferability

| | Not Met | Developing | Proficient | Not observed |
|---|:---:|:---:|:---:|:---:|
| Instructor shows interest in students' diverse experiences and encourages students to incorporate them into course activities. IDE | ☐ | ☐ | ☐ | ☐ |
| Instructor demonstrates transferability of knowledge to professional and/or personal life outside the course. | ☐ | ☐ | ☐ | ☐ |

### Appropriate Lesson Content or Level

| | Not Met | Developing | Proficient | Not observed |
|---|:---:|:---:|:---:|:---:|
| 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

| | Not Met | Developing | Proficient | Not observed |
|---|:---:|:---:|:---:|:---:|
| 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 webpage (Canvas)      ☐ Assessments
☐ Other:

## Course Materials for Inclusive, Effective Teaching

| Welcoming & Collaborative | Not Met | Developing | Proficient | Not observed |
|---|:---:|:---:|:---:|:---:|
| Materials establish expectations that students' communication, behavior, and participation are respectful, professional, and appropriate. | ☐ | ☐ | ☐ | ☐ |
| Materials outline expectation for inclusive behavior in the course. IDE | ☐ | ☐ | ☐ | ☐ |
| **Empowering & Supportive** | Not Met | Developing | Proficient | Not observed |
| 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. IDE | ☐ | ☐ | ☐ | ☐ |
| 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. IDE | ☐ | ☐ | ☐ | ☐ |
| Course materials or topics include diverse perspectives, authors, or applications. IDE | ☐ | ☐ | ☐ | ☐ |
| **Structured & Intentional** | Not Met | Developing | Proficient | Not observed |
| 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. | Not Met ☐ | Developing ☐ | Proficient ☐ | Not observed ☐ |
|---|---|---|---|---|
| Frequent low-stakes (formative) assessments provide practice for high-stakes (summative) assessments, like exams and presentations. | Not Met ☐ | Developing ☐ | Proficient ☐ | Not observed ☐ |

### Relevant & Engaging

| Assessment is done using a variety of methods (e.g., exams, projects, presentations, etc.). | Not Met ☐ | Developing ☐ | Proficient ☐ | Not observed ☐ |
|---|---|---|---|---|

### 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 unchecked or "Not met" items.

# **Part 3:** SUMMARY

a.   *Twelve criteria are tagged as IDE, indicating that they are of particular importance for inclusive teaching practices. These criteria are distributed among the Four Dimensions of Inclusive and Effective Teaching. Review the ratings for these criteria and write a summary of the extent to which the instructor reaches proficiency in Inclusion, Diversity, and Equity. Identify any specific areas for growth.*

b.   *Summarize the instructional strategies you observed overall, in both the learning environment and materials. Provide constructive insight on strengths and areas for future development.*