

FORMATIVE PEER REVIEW OF TEACHING

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| Instructor: Observer: Pre-observation notes: | Course: Date: |
|--|------------------|

Part 1: COURSE INSTRUCTION AND OBSERVED INTERACTIONS

In the table below, indicate if the item was discussed and/or observed during conversations with the instructor or observed in the instruction or materials. Add comments and notes.

| Welcoming & Collaborative Dimension | | | |
|---|--|---|---|
| Learning Climate | | | |
| Instructor establishes a positive and inclusive environment, including displaying a positive and productive tone.* | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor models a respectful attitude, including using preferred student names and pronouns when interacting with students during class and using non-stereotyping references.* | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor encourages questions, answers, and other contributions from all students and takes measures to ensure students don't monopolize the conversation.* | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor provides opportunities for or encourages interactions between students. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor demonstrates awareness of student diversity in the learning environment and ensures everyone has the ability to engage equitably.* | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Provide examples, feedback, and any other notes. | | | |



| Empowering & Supportive Dimension | | | |
|---|--|---|---|
| Communication | | | |
| Instructor corrects misinformation in a way that encourages continued learning. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor incorporates appropriate verbal and non-verbal communication to emphasize important information. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor utilizes the physical space or learning technologies to engage all students in course discussions. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Receptiveness to Student Needs | | | |
| Instructor demonstrates active listening skills and genuine interest and awareness of student needs when interacting with students. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor appropriately utilizes wait time when asking or prompting for questions and seeks responses from a diversity of students. ^{IDE} | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Provide examples, feedback, and any other notes. | | | |

| Structured & Intentional Dimension | | | |
|--|--|---|---|
| Communication of Learning Objectives | | | |
| The class session was organized, well-planned, and had a logical flow. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor provides clear, measurable, and level-appropriate learning objectives and aligns instructional activities to these learning objectives. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Assessments (formative and summative) give students feedback on their achievements of the learning objectives. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Preparation and Presentation | | | |
| Instructor uses concrete examples/illustrations, visually or orally, to clarify content. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Learning material and activities are chunked into sections to help students “digest” the material more easily and accommodate a diversity of working speeds. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor models best practices when presenting information such as describing and captioning images and citing sources.* | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |



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Provide examples, feedback, and any other notes.

| 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. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor answers questions confidently and clearly and acknowledges own knowledge gap, when necessary. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor demonstrates an awareness of diverse perspectives and contributions to the discipline by members of traditionally underrepresented groups.* | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Contextual Relevance and Transferability | | | |
| Instructor shows interest in students' diverse experiences and encourages students to incorporate them into course activities.* | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor demonstrates transferability of knowledge to professional and/or personal life outside the course. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <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. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor assesses current student understanding and adjusts course delivery or activities to meet students' different learning needs. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Active Learning | | | |
| Instructor engages students in higher-order thinking activities during lessons. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Instructor designs, monitors, and adjusts active learning exercises to ensure everyone is included and on-task. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |



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Provide examples, feedback, and any other notes.

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 discuss. Indicate which items were observed and/or discussed. Add comments and notes.

Instructional Materials Observed

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

| Course Materials for Inclusive, Effective Teaching | | | |
|---|--|---|---|
| Welcoming & Collaborative | | | |
| Materials establish expectations that students' communication, behavior, and participation are respectful, professional, and appropriate. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Materials outline expectation for inclusive behavior in the course.* | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <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. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Syllabus specifies expectations of attendance and/or participation and any effect on grade. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Each assignment has its own specific description with clear instructions and appropriate lead time for completion. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |



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|---|--|---|---|
| Required resources are equally available to all students.* | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <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.* | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Course materials or topics include diverse perspectives, authors, or applications.* | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <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. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Unit learning objectives are listed in the syllabus or course webpage; these objectives reflect specific, measurable skills. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Unit learning activities and assessments both measure and are clearly mapped to course learning objectives and/or course learning goals. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Frequent low-stakes (formative) assessments provide practice for high-stakes (summative) assessments, like exams and presentations. | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Relevant & Engaging | | | |
| Assessment is done using a variety of methods (e.g., exams, projects, presentations, etc.). | <i>Discussed</i> <input type="checkbox"/> | <i>Observed</i> <input type="checkbox"/> | <i>Not Relevant</i> <input type="checkbox"/> |
| Course Materials Checklist | | | |



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

- 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, feedback, and any other notes.

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 Inclusive and Effective Teaching. 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.*



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

