

A PREFACE TO THE PEER REVIEW OF TEACHING

We are a School of Science. Successful student learning therefore is central to our mission (and in a Responsibility Center Management environment, it is critical to our business enterprise).

Peer review of teaching is based on the following assumptions:

- Teaching requires the same commitment to success and best practices as other areas of faculty work;
- Peer review, as it is the gold standard in research, should also be a central measure in teaching;
- Peer review enhances teaching effectiveness
- Peer review is grounded in the commitment professionals have to hold themselves and their colleagues accountable for their work and its impact.

Peer review of teaching can serve both formative and summative evaluation purposes. The purpose of the current document is to describe a consistent set of procedures to be used for peer review of teaching for the purpose of documenting that a candidate meets criteria for the P&T process. This will allow a consistent set of guidelines to be used across the School of Science.

The stage of promotion and the area of excellence will determine the minimum number of times this process is completed. We recognize that departments may have other methods for annual evaluation of teaching effectiveness. This document only addresses the type of review for Promotion and Tenure review.

Prior to classroom observation, the assessor should consult with the candidate to obtain basic background information on the class, teaching goals/objectives, the syllabus and any supporting materials the candidate wishes to provide (See “Pre-Observation Consultation Information” below). Ideally this would take place in person, but could be done remotely. The assessor then reviews the materials and observes a session of the class. Following the observation, the assessor and candidate meet (See “Post-Observation Consultation”) to review observations and clarify questions that might have arisen during the observation. The assessor then provides the candidate and the department Chair with a written report using the Classroom Observation Form on pages 3- 5.

Pre-Observation Consultation Information

The following information should be provided to the assessor prior to a classroom visit for observation. This information could be shared in person or via email.

- Name of Course (Graduate, Undergraduate, or Mixed)
- Class size
- Time/Date/location of observation
- Syllabus
- Information that might be helpful for the assessor to understand the context of the specific observation:
 - Topic of the class to be observed
 - Objectives for the class
 - Any assignments students completed for this class
 - Teaching methods planned for the class
 - How similar this class is to the candidate's usual teaching approach
- Anything in particular the candidate would like the assessor to focus on
- Any other supporting materials that candidate would like feedback on

Post-Observation Consultation Guide

These are questions to guide the post visit interview between the instructor and visitor, to occur within one week of the visit. The assessor may choose to take notes, but there is no separate form to complete for the post-consultation visit.

1. How did you feel the session went?
2. What parts of the learning session did you feel went especially well?
3. What parts of the session did not go as well as you would have liked?
4. To what extent do you think the students achieved the goals you had set for the session?
5. What suggestions do you have to improve areas that you believe would benefit from attention?

Classroom Observation Form

To be completed by the observer and shared with the instructor within one week of the visit.

Instructor: _____ Course Name: _____

Date: _____

Observer Name and Title: _____

Number of students present /Class size: _____

Course Syllabus includes: Principles of undergraduate/graduate learning: Yes No

Course Learning Objectives: Yes No

Notes on classroom arrangement: _____

Instructional format(s) observed:

Lecture only ___ Interactive Lecture ___ Discussions/Group activities ___ Active learning only ___

(*Lecture only* means primarily lecturing with only occasional student participation; *Interactive lecture* means lecturing with periodic planned opportunities for student interaction with content;

Discussions/Group activities are the primary instructional strategy with occasional lecture; *Active learning only* means activity-based instruction and no lecture)

Week#: ____, Topic(s): _____

The characteristics of effective instructional methods to be observed are listed in the left hand column. Many of the characteristics are further described using indicators (see following sheet). Indicators were selected for broad applicability across the School; however, departments may adjust indicators if needed.

Please use the following evaluations for each of the characteristics:

Highly Effective – Instructor uses an excellent range of methods **or** successful application in the face of difficulties.

Effective – Instructor systematically applies an appropriate range of methods in an effective manner.

Satisfactory – Instructor applies sufficient range of methods with skill and flexibility.

Needs Improvement – Instructor applies either insufficient or inappropriate methods, and/or with limited skill and flexibility.

Not rated (explain) – Some characteristics may not be rated, for example, not applicable to the particular class or unclear. Please comment on the reason for not rating.

Summarize the instructor's strengths, areas to improve, and specific suggestions for improvement.

Strengths:

Areas to Improve:

Specific Recommendations

Characteristics Observed	Highly Effective	Effective	Satisfactory	Needs Improvement	Not rated (explain)	Comments
1. Class objectives clearly conveyed <ul style="list-style-type: none"> • Tied to previous class objectives • Tied to future class objectives • Tied to class activities 						
2. Presentation carefully organized <ul style="list-style-type: none"> • Identified discrete topics • Transitioned from one topic to another effectively • Foregrounded important concepts • Used a concluding activity or summary to provide closure to the session 						
3. Instructor encouraged student interaction <ul style="list-style-type: none"> • Invited student participation • Paused for students to think and respond • Listened to students • Fostered respect for diverse points of view • Allowed for choices in assignments/activities • Indicated interacting with students outside of class 						
4. The instructor facilitated classroom activities effectively (group work, discussions, review Q &A, etc.). <ul style="list-style-type: none"> • Reinforced purpose of activity in the context of learning goals • Explained activity process and expected deliverables and outcomes clearly • Monitored timely progression and productivity of activity • Allocated time to capture and assess activity outcomes 						
5. Instructor responded to classroom developments appropriately <ul style="list-style-type: none"> • Demonstrated respect in responding to students • Responded to need for clarification or suggestion of new idea • Used positive reinforcement • Handled disruptive student behavior appropriately 						
6. Instructor communicated clearly with students <ul style="list-style-type: none"> • Spoke at appropriate volume and pace • Speech was understandable • Used appropriate gestures and expressions • Maintained eye contact with students • Communicated with authority 						

	Highly Effective	Effective	Satisfactory	Needs Improvement	Not rated (explain)	Comments
7. The instructor used effective instructional strategies for achieving the session goals. <ul style="list-style-type: none"> • Prompted students to use prior knowledge to interpret new information • Modeled skills and techniques appropriate to learning goals (problem solving, data analysis, disciplinary thinking, etc.) • Asked complex questions to promote critical thinking • Paraphrased/rephrased ideas when appropriate • Used examples to convey principles • Paced learning appropriately • Used techniques appropriate to class size 						
8. Instructor demonstrated purposeful integration of technology <ul style="list-style-type: none"> • Selected technologies to complement the instructional strategies • Learners were neither distracted nor needlessly burdened by technology 						
9. Content reflects current work in the field						
10. Content is consistent with goals of the session						
11. Instructor demonstrated thorough knowledge of the content area						
12. Instructor discussed strategies that would help achieve learning goals						
13. Instructional strategies encourage effective collaborative learning <ul style="list-style-type: none"> • Oriented students to successful group work by addressing individual accountability, interpersonal and small group skills, and group processing • Provided feedback to students working in groups 						
14. Instructor assessed student learning <ul style="list-style-type: none"> • Used formative assessments tied to learning goals to check student understanding and provide appropriate feedback • Asked students to reflect on their learning based on class activities. 						
15. Students responded to instruction <ul style="list-style-type: none"> • Remained engaged in class activities (e.g., discussions, labs, group work). • Interacted with instructor and each other respectfully. • Asked questions to clarify understanding. 						
16. Specific departmental characteristics of interest:						