

6/29/07

**Peer Review of Teaching
Worksheet**

I. The course syllabus includes (as appropriate):	Yes	Mostly Yes	Mostly No	No	Unable to Evaluate
<ul style="list-style-type: none"> • Instructor contact information (office phone and location, email address, office hours) • Information about required text(s) and/or other materials • Detailed schedule of subject coverage • Description of assignments and due dates • Clear description of grading policies • Explanation of policies for late work, absences, missed exams • Other 					
2. Clearly spells out course goals and objectives (student learning outcomes)					
3. Information is consistent with department and university policy					
4. Syllabus acts as an invitation to the course and promotes student curiosity.					
5.					
6.					

II. Course assignments (including laboratory experiences, where relevant), include:	Yes	Mostly Yes	Mostly No	No	Unable to Evaluate
1. Clear, complete explanation of rationale (learning goals)					
2. Clear, complete description of grading policies for assignments					
3. Clear, complete description of the requirements or expectations for assignments					
4. Adequate allotted time so students can complete assignments as scheduled					
5.					
6.					

III. Course examinations:	Yes	Mostly Yes	Mostly No	No	Unable to Evaluate
1. Are well spaced throughout the semester, and test over a manageable amount of course material					
2. Seem appropriate for student skill level and material presented.					
3. Include questions that examine a variety of student learning levels (simple recall, application, analysis, synthesis, and/or evaluation)					
4. Are scored in a way that is clearly understood by students.					
5. Are scored promptly so that students receive prompt feedback.					
6.					
7.					

IV. With respect to reviewer's conversation with the instructor, the instructor:	Yes	Mostly Yes	Mostly No	No	Unable to Evaluate
1. Has designed the course to meet student needs					
2. Updates materials as appropriate					
3. Uses student feedback to make appropriate course modifications					
4. Uses feedback from colleagues regarding course design.					
5. Is reflective about his/her teaching.					
6.					
7.					

V. With respect to instructor's organization, the instructor:	Frequently observed	Infrequently observed	Not observed	Unable to Evaluate
1. Arrived on time to class				
2. Related the material of this class to that of previous classes, and gave a brief outline of material to be covered				
3. Gave clear learning objectives for the class				
4. Insured that materials and technology were readily available, when needed				
5. Related all class activities to specific learning objectives				
6. Made clear transitions between topics, and summarized periodically				
7. Summarized material at the end of class, and gave a preview of the next class				
8.				

VI. With respect to instructor's variety and pacing of instruction, the instructor:	Frequently observed	Infrequently observed	Not observed	Unable to Evaluate
1. Used more than one form of instruction, including visual, auditory, and group interaction				
2. Provided authentic tasks that challenged students				
3. Paused after asking questions, and modeled good listening skills				
4. Included all students in discussions, sometimes by calling on students				
5. Provided explicit directions for learning tasks				
6. Allowed enough time for students to complete learning tasks				
7. Utilized appropriate handouts to aid in student learning.				
8.				

VII. With respect to instructor's content knowledge, the instructor:	Frequently observed	Infrequently observed	Not observed	Unable to Evaluate
1. Made accurate statements and reflected a strong understanding of the subject matter				
2. Focused on interesting or relevant questions and problems				
3. Provided clear explanations, and gave students the opportunity to ask questions for clarification, if necessary				
4. Incorporated current research, where appropriate				
5. Related subject to students' interests and daily lives, where appropriate				
6. Modeled the reasoning process and problem solving skills used in the discipline				
7.				
8.				

VIII. With respect to instructor's presentation skills, the instructor:	Frequently observed	Infrequently observed	Not observed	Unable to Evaluate
1. Spoke audibly and in a friendly tone				
2. Varied his/her tone and pitch for emphasis; expressed enthusiasm for the subject matter				
3. Captured and kept the students' attention				
4. Established eye contact with each student				
5. Encouraged and valued student participation				
6. Incorporated analogies, examples, and personal anecdotes where appropriate				
7. Used appropriate visual aids to supplement the lecture.				
8.				

IX. With respect to instructor's rapport with students, the instructor:	Frequently observed	Infrequently observed	Not observed	Unable to Evaluate
1. Addressed students by name				
2. Treated all students with courtesy and respect				
3. Provided feedback, and used positive reinforcement				
4. Incorporated students' ideas into the class				
5. Maintained an atmosphere that reflects compassion and concern				
6. Evidenced an attitude that reflects high expectations				
7.				
8.				

X. With respect to instructor's impact on learning, the instructor:	Frequently observed	Infrequently observed	Not observed	Unable to Evaluate
1. Addressed all learning objectives outlined at the start of the class				
2. Created an environment in which students were engaged and actively participating				
3. Engaged students to ask and answer questions				
4. Modeled critical thinking and problem solving skills				
5. Showed respect for diverse points of view				
6. Maintained a level of energy and excitement throughout the class				
7.				
8.				

General impressions:

1. What things went well for the instructor and/or the class?
2. What things did not go particularly well for the instructor during this particular class?
3. What was the instructor's impression of the class as it compares to other classes in the series?
4. What are the instructor's greatest satisfactions teaching this course?
5. What are the instructor's greatest challenges teaching this course?
6. What specific suggestions for improvement can you make with respect to:
 - Course syllabus?
 - Course assignments?
 - Course examinations?
 - Instructional methods?
 - Other?