

Peer Evaluation of Classroom Teaching¹

The peer teaching evaluation is intended to be not just an evaluative process but also an opportunity to receive constructive feedback to improve teaching effectiveness. Though each program/School may have their own process for peer teaching evaluation, this form is intended to provide a sample model for both a formative and summative evaluation.

Process:

I. Pre-Visit Preparatory Meeting

The Peer evaluator and faculty member meet prior to the scheduled peer evaluation in order to:

- Review course syllabus for course objectives, teaching, and assessment methods.
- Discuss the types of learners in class.
- Discuss methods of instruction selected for class, and class format.
- Discuss how feedback is provided to students.
- Discuss areas of focus for the evaluation.
- Go over peer evaluation forms to be used during class observation.
- Other areas, as requested by the faculty member being evaluated.

II. Peer Evaluation Visit

A peer evaluation form should be completed as part of the class observation (a sample one can be found at the end of this document). Upon completion of the visit, the faculty member being evaluated should do a self-appraisal that can be used as part of a post evaluation meeting (a sample of a self-appraisal is provided at the end of this document).

III. Post Evaluation Meeting

The Peer evaluator and faculty member should meet following the class visit to go over the peer evaluation and the self-appraisal. Following the review and discussion, a summary should be jointly developed by the peer evaluator and the faculty member. This summary may include strategies for improvement as appropriate.

¹ Adapted from the peer evaluation of Classroom Teaching form at:
www.rocky.edu/pdf/faculty-staff/observation/TempleForm.doc

Peer Teaching Evaluation Form:

Instructor:

Class:

Observer:

Date:

Number of Students in room:

1. Course Content

- Does the instructor demonstrate command of subject matter?
- Does content reflect current research/knowledge of discipline?
- Is the purpose of the session evident?
- Is the content consistent with the course syllabus?

Successful elements

Elements to refine

2. Teaching Methods

- Are transitions between ideas smooth?
- Are relevant examples given and used to clarify concepts?
- Is the presentation organized?
- Is the instructor enthusiastic about the subject?
- Is material adapted to student needs?
- Are supplemental materials/visual aids/technology used effectively?
- Does the instructor notice and adapt to student feedback accordingly?
- Given the type and size of class, are the methods selected appropriate?
- Is there an assessment tool/strategy integrated into the lesson?

Successful elements

Elements to refine

3. Learning Environment

- Is the classroom atmosphere participatory?
- Do students seem engaged with the topic?
- Does the instructor encourage questions and check-in with students?
- Is the instructor attentive to cues of boredom or confusion?
- Was the session thought provoking and stimulating?
- Was the environment conducive to critical thinking and student-centered learning?
- Is the instructor sensitive to issues of diversity and inclusiveness in order to promote a safe learning environment for students?

Successful elements

Elements to refine

General Comments

Recommendations for Improvement

Classroom Self-Appraisal Form

Instructor:

Class:

Observer:

Date:

Number of Students in room:

1. Course Content

- Did I demonstrate command of subject matter?
- Did my content reflect current research/knowledge of discipline?
- Was the purpose of my session evident?
- Was my content consistent with the course syllabus?

Successful elements

Elements to refine

2. Teaching Methods

- Were my transitions between ideas smooth?
- Did I give relevant examples and use them to clarify concepts?
- Was my presentation organized?
- Was I enthusiastic about the subject?
- Did I adapt material to student needs?
- Did I use supplemental materials/visual aids/technology effectively?
- Did I notice and adapt to student feedback accordingly?
- Given the type and size of class, were the methods I selected appropriate?
- Did I integrate an assessment tool/strategy into the lesson?

Successful elements

Elements to refine

3. Learning Environment

- Was my classroom atmosphere participatory?
- Did my students seem engaged with the topic?
- Did I encourage questions and check-in with students?
- Was I attentive to cues of boredom or confusion?
- Did I provide a session that was thought provoking and stimulating?
- Did I provide an environment conducive to critical thinking and student-centered learning?
- Was I sensitive to issues of diversity and inclusiveness in order to promote a safe learning environment for students?

Successful elements

Elements to refine

General Comments

Recommendations for Improvement

Summary of Peer Evaluation of Teaching

Post Evaluation Meeting Date:

Instructor:

Observer:

Number of Students in room:

Class:

Date:

Successful Elements

Content Mastery

Teaching Methods

Learning Environment

Elements to Refine

Content Mastery

Teaching Methods

Learning Environment

General Comments

Recommendations for Improvement

Signed by:

Faculty Member

Date

Peer Evaluator

Date