**Peer and Self Evaluation of Classroom and Synchronous Teaching**

Instructions

*Note to instructors:*

**Before a peer visits your class,** you may want to record a class, watch it, and apply the following rubric to your own teaching. This strategy will allow you to make adjustments before being formally evaluated and will give you material for the “evidence from the instructor” section of the annual performance evaluation in Digital Measures. When your peer comes to class, introduce them, and reassure the students the peer is there to observe you and your teaching, not the students, so they can just relax and be their usual selves.

*Note to Observer:*

**Before** you visit a peer’s class, talk to your peer about which class period you will visit and how the class material fits in the course. To know what key characteristics of teaching to look for, familiarize yourself with the questions that begin on pages 2-3. For an evaluation preceding a promotion, you may also want to review the syllabus, as well as other materials (e.g. assignments, rubrics, tests, samples of student work).

**During** the observation, use pages 2-3 to reflect on key characteristics of excellent teaching: learning objectives, engagement, formative assessments, and organization. During the visit, note your observations on each of the four key characteristics and provide specific feedback:

 Not specific: The learning objectives were clear to me.

Specific: The learning objectives seemed to be clear to students because they were posted on the board at the beginning of the class period in this format: “At the end of this class/course, you will be able to [action verb followed by what the student will know or be able to do]. Good job.”

**After** you conduct your observation, meet with your peer to discuss their experience of teaching the class. Sometimes it works well to:

* Allow time for the instructor to share their thoughts on teaching the class
* Share your observations objectively, rather than subjectively (e.g. three students asked questions v. too few students asked questions)
* Share and discuss one observed strength as per the example above
* Share and discuss one observed area for growth (e.g. the assignment directions seemed unclear to students; perhaps we could take a look at the assignment together...).

**To formally evaluate** for P&T or for “evidence from other professionals”(Annual Performance Evaluation in Digital Measures), see one possible format on page 4. In these evaluations, be sure to include the positive characteristics you observed and share what specific steps you discussed that will be taken regarding an area for growth. Compared to letters that are only positive, letters that address areas for growth are regarded as more objective by administrators and therefore, taken more seriously. Especially for an evaluation preceding promotion, you may want to visit a second class and comment on how the efforts at growth have been made and seem to enhance learning.

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Observer Notes

**Learning objectives**

Transparent learning objectives frame effective instruction. They provide students with information on what they should know and be able to do when they complete the class period.

1. To what extent are the learning objectives for the class period posted, announced, implicit and/or absent?
2. To what extent are the learning objectives for the class period clear and easy to understand? Would students know what they were to learn or be able to do by the end of the period?

*Observer notes:*

**Engagement**

For building community and for deep learning, it is necessary for students to engage with the instructor, with other students, and with the course material.

1. To what extent were the students actively engaged with:
	1. the instructor
	2. each other
	3. the course material?
2. To what extent and during what fraction of class time were all or almost all of the students actively writing about the material, discussing it with partners, solving problems, etc.

*Observer notes:*

**Formative assessments**

Formative assessments are low stakes assignments in which feedback is provided to give students and the instructor an idea of how well students are understanding the material (e.g. quizzes, clickers, problem solving, etc.).

1. What fraction of the class period was spent on formative assessment?
2. To what extent did students receive feedback:
	1. From the instructor individually?
	2. From the instructor as a class or small group?
	3. From each other in pairs or in a small group?

*Observer notes:*

**Organization of the class period**

1. To what extent does the class have a clear beginning, middle and end?
2. To what extent was content placed into “chunks,” or well-defined sub-topics within a full class period?
3. To what extent were instructions and explanations clear and organized?

*Observer notes:*

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Formal Feedback from Peer Reviewer

After visiting the course, reflect on your notes and the key characteristics of effective teaching—learning objectives, engagement, formative assessments, and organization. Decide which area you think is the instructor’s greatest area of strength, and identify the greatest area for growth.

**Area of Strength**

Circle one characteristic that was the greatest strength. Provide specific feedback.

**Learning Objectives Engagement Formative assessment Organization**

**Area for growth**

Circle one characteristic that was the greatest area for growth. Provide specific feedback.

**Learning Objectives Engagement Formative assessment Organization**