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 department may have their own process for peer teaching evaluation, this document 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 should meet prior to the scheduled peer evaluation visit in order to:

- Review course syllabus for course objectives, teaching, and assessment methods.
- Discuss methods of instruction selected for class and class format.
- Discuss how feedback is provided to, and obtained from, the students.
- Discuss areas of focus for the evaluation and any special requirements during the class visit.
- Other areas, as requested by the evaluator or faculty member being evaluated.

II. Peer Evaluation Visit

It is helpful for the peer evaluator to think through the issues to be assessed prior to the evaluation, resulting in development of a peer evaluation form. A sample form is attached, but we imagine that there will be significant differences in this form among departments and among different evaluators. The peer evaluation form should be completed during the class observation visit, along with comments. The peer evaluator should incorporate the results from the evaluation form and comments from the classroom visit into a summative evaluation letter, which should be submitted to the department chair of the faculty member being evaluated.

III. Post Evaluation Meeting

The peer evaluator and faculty member should hold a formative evaluation meeting following the class visit to discuss observations from the evaluation, and to help the faculty member develop strategies to improve teaching effectiveness.
Peer Teaching Evaluation Form (Sample)¹
(A narrative capturing responses to questions below is also appropriate)

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?
   • If instruction involved writing by hand, is the handwriting legible?
   • 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

¹ Adopted from Oregon State University
Suggested Template for the Assessment

To:
From:
Subject: Peer teaching evaluation of ____________
Date: ____________________________

Begin with details of the course, semester, location, enrollment, etc. What was reviewed? How many classes did you visit? Number of students present on the days you visited,.....

Course contents: Use the Evaluation Form for guidance. Include successful elements and elements to refine.

Teaching Methods: Use the Evaluation Form for guidance. Include successful elements and elements to refine.

Learning Environment: Use the Evaluation Form for guidance. Include successful elements and elements to refine.

Overall Course Structure: Comments on syllabus, assignments, exams, etc.

Closing statement if deemed necessary.