

Peer Teaching Evaluation

This form suggests questions and guidelines for conducting peer teaching evaluations for any type of instruction (TA sessions, midterm review sessions, etc.) A peer teaching evaluation typically includes 3 parts: a pre-observation meeting, the classroom observation, and the post-observation meeting.

Adapted from: <http://www.vet.cornell.edu/clinsci/docs/DCSPeerReviewofTeachingForm.pdf>

Course Information

Instructor: _____

Observer: _____

Course: _____

Location: _____

Type of Session: _____

Class Time: _____

Main Topic: _____

Pre-Observation Meeting

In order to give appropriate and constructive feedback, the observer should understand the context of the session and should be informed of the type of feedback the instructor seeks.

- How does this class fit in with the overall course? (i.e. a review session for a particular assignment or exam, a weekly review session, etc.)
- What do you want the students to learn or accomplish by the end of this class? List specific concepts, problem sets or another type of goal.
- How will class time be used? What can the observer expect to see?
- What pre-class assignments for students are required (if any)?
- Are there specific aspects of this class or your teaching style on which you would like to receive feedback?
- Is there anything else you would like feedback on?

Classroom Teaching Observation Guide

Constructive Feedback:

Is specific (concrete, accurate examples), focused and relevant

Is given in a supportive manner

Is sensitive to the experience/level of the instructor and aspects the instructor can control

Has positives mixed with areas for growth

Observer Guidelines: Arrive EARLY

Do not intervene or interrupt the class (unless requested to by the instructor)

BEHAVIOR/METHOD	OBSERVED	Potential for Improvement	NOT OBSERVED	NOT APPLICABLE
AVAILABLE BEFORE or AFTER CLASS				
BEGINS ON TIME				
STATES GOALS/OBJECTIVES FOR THE DAY				
EFFECTIVE WARM-UP/INTRODUCTION				
LINKS TO PRIOR CLASSES				
LOGICAL CONTENT SEQUENCE				
EFFECTIVE TRANSITIONS				
PERIODIC SUMMARIES OF MATERIAL COVERED				
APPROPRIATE EXAMPLES				
EFFECTIVE VISUALS				
VOICE CLEAR & AUDIBLE				
ACTIVE LEARNING/ENCOURAGES PARTICIPATION or COMMENTS				
CHECKS FOR UNDERSTANDING				
ASKS QUESTIONS				
OPEN TO & ENCOURAGES QUESTIONS				
ENCOURAGES CRITICAL THINKING				
PACING APPROPRIATE				
ALLOWS STUDENTS TIME TO THINK/PROCESS				
EMPHASIZES CONCEPTS				
SUFFICIENT KNOWLEDGE OF SUBJECT				
MATERIAL CURRENT & RELEVANT TO COURSE/SESSION OBJECTIVES				
ENDS ON TIME				

Post-Observation Meeting

Ideally a peer teaching observation leads to discussion and an exchange of ideas and best practices. The following questions are intended to facilitate this discussion:

- Do you think the students learned what you/the instructor intended by the end of the class? How do you know? Cite specific examples, comments or interactions.
- What went well?
- What were the most challenging aspects of this class session?
- What might be changed for next time?
- Discuss any additional points that were raised in the pre-observation meeting.