

# 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.