

## **Peer Teaching Evaluation**

Peers who teach the same or similar subject matter have volunteered to observe and give feedback to instructors. The observation will be used for both developmental and evaluative purposes. The instructor and observer will agree on the date and time of the observation, and meet to discuss it afterwards.

### **Guidelines for Peer Evaluations of Teaching Performance**

1. Prior to the class visit, the instructor should meet with the observer and provide a brief overview of the material to be covered, the format to be used, and provide the observer with any instructional materials that will be used during class.
2. The observer should plan to be in attendance before the class begins and after the class is over.
3. The observer and instructor should arrange a timely meeting after the class visit to discuss the observer's evaluations and any other issues relating to the instructor's teaching. During this meeting the observer should provide feedback concerning the observer's evaluations and what the instructor might do to improve the learning experience for students.
4. After the instructor and evaluator have discussed the evaluation, the instructor may comment on it (if desired). The evaluation should be signed by both parties and forwarded to the Director of the School for Psychological and Behavioral Sciences.

### **The Peer Evaluation Form**

The first page of the evaluation form consists of a table that identifies skills important to good teaching. The skills have been framed as questions for the peer observer to answer:

- “N” means the skill was not observed in the lecture.
- “NW” means the skill was demonstrated, but needs some work.
- “S” means the skill was demonstrated, and was satisfactory.
- “E” means the skill was demonstrated, and was excellent.
- “NA” means Not Applicable.

The second page of the evaluation form is for other comments and observations, and an overall summary which identifies observed strengths of the teacher and areas for potential improvement. The observer may fill out page 2 of the form, or type the summary as a letter to the instructor.

N=Not Observed; NW=Needs Work; S=Satisfactory; E=Excellent; NA=Not Applicable

Instructional Skill	Rating	Comments
Instructor provides an outline or overview at the beginning of class		
Instructor links current session with previous sessions		
Instructor well prepared for session		
Presentation of material logical and organized		
Explanations of concepts clear and unambiguous		
Important concepts clearly signaled		
Instructor's presentation style inviting and engaging		
Appropriate use of media (blackboards, pwrpnt, other)		
Instructor elicits questions and comments from students		
Instructor responds to student questions and comments appropriately (e.g. expanding, elaborating, redirecting, recasting)		
Instructor encourages/reinforces student questions and comments		
Pace of instruction appropriate for level of student and material		
Transitions between topics created flow and cohesion		
Instructor makes effective use of relevant examples		
Instructor enthusiastic during session		
Instructor encourages student engagement and attention		
Instructor maintained focus and flow of lesson		
Instructor provided an end-of-lesson summary		
Instructor provided a transition to next session		

Other Comments/Observations

**Summary of Peer Evaluation of Teaching**

(Fill in the blanks below or type your comments as a letter to the instructor):

Overall, what were the most positive features of the class?

What specific suggestions do you have for improvement?

This evaluation was discussed with the instructor on \_\_\_\_\_ (date)

Signature of the Observer: \_\_\_\_\_

Comments of Instructor (optional):

Signature of Instructor: \_\_\_\_\_ (date)