

CREAN COLLEGE OF HEALTH AND BEHAVIORAL SCIENCES
GUIDELINES FOR PEER EVALUATION OF TEACHING
June 2014

The College seeks to generate information about the faculty member's ability to communicate subject matter clearly and effectively. As fellow professionals dedicated to teaching excellence and student learning, we acknowledge that the direct observation of a faculty member's classroom teaching makes an important contribution to assessing accurately that person's pedagogy; peer review comprises a vital element in the professional educator's teaching portfolio. Though designed ostensibly for evaluation purposes, the process can also provide valuable insights and information from a developmental perspective – for the faculty member being reviewed, the reviewers, and the host department.

Procedure

1. As a general guide, the teaching of pre-tenure faculty members and full-time instructional and clinical assistant professors should be reviewed once per year. Pre-tenure faculty and instructional assistant professors should be reviewed by a tenured faculty member, and clinical assistant professors should be reviewed by a clinical associate or clinical full-professor. Ideally reviews should be by a different faculty member each time. Reviewers should be selected based on their demonstrated excellence in teaching and on their familiarity with the area related to that of the evaluated faculty member. Department chairs and program directors may serve as reviewers. The department chair/program directors, in consultation with the evaluated faculty member, will select the reviewers. Early each fall, the department chair/program will prepare a plan stating who will be evaluated by whom, and share the plan with the department/program.
2. Reviews should begin in the faculty member's second semester or second trimester of the first year of the tenure-track appointment or contract.
3. Each review shall consist of four related steps: i) sharing of course materials with the reviewer in order to contextualize the day's teaching; (ii) an in-class observation; (iii) a debriefing session; and, (iv) completion of the Peer Teaching Evaluation Form.
4. Unless otherwise agreed upon, the reviewer will simply sit in the room to observe and stay for the entire class period (or at least 50 minutes). The faculty member will have the option for a "do-over", that is, to reschedule the reviewer to come back for a follow-up observation.
5. The reviewer will complete and sign the Peer Teaching Evaluation Form which will be sent to the faculty member for inclusion in the teaching portfolio. A copy will be sent to the department chair/program director. In case of a do-over, only the second Peer Teaching Evaluation Form will be sent to the faculty member and chair/director.

**Crean College of Health and Behavioral Sciences
Peer Teaching Evaluation Form**

Faculty Member: _____ Date: _____

Course: _____ Section: _____ Number of students: _____

Time: _____ Room: _____

Evaluator Name: _____ Dept. _____ Rank _____

5-----	4-----	3-----	2-----	1	N/A
Very	Effective	Adequate	Needs	Not	
effective			improvement	effective	

Part A: Mechanics

1. Maintains eye contact	5	4	3	2	1	N/A
2. Confident	5	4	3	2	1	N/A
3. Has students' attention	5	4	3	2	1	N/A
4. Vocabulary comprehensible to students	5	4	3	2	1	N/A
5. Varies activities	5	4	3	2	1	N/A
6. Communicates effectively	5	4	3	2	1	N/A
7. Overall rating of mechanics	5	4	3	2	1	N/A

Comment on effectiveness of mechanics:

Part B: Organization

8. States goals for class session	5	4	3	2	1	N/A
9. Points out relationship between ideas	5	4	3	2	1	N/A
10. Emphasizes major points	5	4	3	2	1	N/A
11. Establishes link between familiar and new material	5	4	3	2	1	N/A
12. Encourages critical thinking	5	4	3	2	1	N/A
13. Overall rating of organization	5	4	3	2	1	N/A

Comment on effectiveness of organization:

Part C: Classroom Relationships

14. Interacts with students and knows them by name	5	4	3	2	1	N/A
15. Acknowledges the value of student ideas and concepts	5	4	3	2	1	N/A
16. Encourages student participation	5	4	3	2	1	N/A
17. Appears interested and enthusiastic	5	4	3	2	1	N/A
18. Remembers and refers to student ideas	5	4	3	2	1	N/A
19. Overall rating of classroom relationships	5	4	3	2	1	N/A

Comment on classroom relationships:

Briefly describe the lecture format (Lecture & discussion, flipped classroom, lab, etc)

Part D: Narrative

General evaluation of the instructor's performance, including his/her attitude in class, image projected, leadership traits, rapport with students and other relevant information:

Successful aspects of the lesson:

Suggestions for improvement:

6. Signature: Evaluator/ Date

