Peer Review of Teaching Report

(Adapted from the Department of Human Physiology’s report template)

*The following is a template for the Peer Review of Teaching Report. It includes headings, questions, and prompts with example responses and cues for where to find the information to complete your answers. After completing a draft of this report, you will email it to the instructor being reviewed and you will discuss it with them during your follow-up meeting. Instructions for after your follow up meeting are at the end of the template.*

*Grey text indicates question prompts to include in the report. Black text indicates example responses you may select from. Red text indicates instructions and cues for where to find the information from the Instructor Questions form, the syllabus, Teaching Practices Inventory, Canvas site, or your observations.*

Name of the instructor being reviewed:

Course number and title on which this review is based:

Date of course observation:

Reviewer’s name (your name):

Reviewer’s email:

Email address of the unit head:

Email address of the unit manager:

# Peer Review

Include the context of the course and the type and level of students (majors/non-majors, freshmen/seniors, elective/required course). Did the instructor design the course themselves, or is it a shared syllabus/curriculum used by multiple instructors across sections? If it is an online class indicate how you observed the online learning environment.

*See Instructor Questions #4-7*

The course is primarily for (freshman/sophomore/junior/senior) (majors/non-majors) and is a (required/elective) course.

[ ]  The instructor designed the course themselves

[ ]  The instructor taught the course using materials they adapted from another instructor

[ ]  The instructor taught the course using other instructors’ materials

[ ]  The course uses a shared syllabus/curriculum used by multiple instructors

Did you review the course syllabus? [ ]  Yes [ ]  No [ ]  Other

Did you review the course site (canvas site)? [ ]  Yes [ ]  No [ ]  Other

What tools guided your observation? [ ]  Modified PAITE

[ ]  TEP Teaching Practices Inventory

[ ]  Other:

## Professional Teaching

Comment on the instructor’s success in addressing each of the elements of professional teaching defined by the University and listed in the bullet points below. Provide specific examples guided by the instructor’s completion of the Teaching Practices Inventory and drawn from your review of the Instructor Questions, the syllabus, learning management system (LMS), and observation of the face-to-face class meeting or exploration of the online class environment.

* Readily available, coherently organized, and high-quality course materials; syllabi that establish student workload, learning objectives, grading, and class policy expectations.

*See syllabus, LMS site, any other course materials available.*

* Respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.

*See Instructor Questions #8*

* Students’ activities in and out of class designed and organized to maximize student learning.

*Refer to class observation, LMS site.*

## Inclusive Teaching

Comment on the instructor’s success in addressing each of the elements of inclusive teaching defined by the University and listed in the bullet points below. Provide specific examples guided by the instructor’s completion of the PIERs Inventory and drawn from your review of the syllabus, learning management system (LMS), and observation of the face-to-face class meeting or exploration of the online class environment.

* Instruction designed to ensure every student can participate fully and that their presence and participation is valued.

*Refer to class observation, LMS site.*

* The content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course.

*Refer to syllabus, class observation, LMS site.*

Paste here the graphs generated by the PAITE from your class observation of the instructor.

Review the PAITE data, and briefly (2-3 sentences) summarize how the instructor works to include students in class.

## Engaged Teaching

Comment on the instructor’s success in demonstrating engaged teaching as defined by the University and listed in the bullet point below. Provide specific examples guided by the instructor’s completion of the Teaching Practices Inventory.

* Demonstrated reflective teaching practice, including through the regular revision of courses in content and pedagogy.

*Refer to Instructor Questions #9, 10.*

## Research-Informed Teaching

Comment on the instructor’s success in addressing each of the elements of research-informed teaching defined by the University and listed in the bullet points below. Provide specific examples guided by the instructor’s completion of the PIERs Inventory and drawn from your review of the syllabus, learning management system (LMS), and observation of the face-to-face class meeting or exploration of the online class environment.

* Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise.

*Refer to class observation, LMS site.*

* Evaluation of student performance linked to explicit goals for student learning established by faculty member, unit, and, for core education, university; these goals and criteria for meeting them are made clear to students.

*Refer to class observation, LMS site.*

* Timely, useful feedback on activities and assignments, including indicating students' progress in course.

*Refer to LMS site.*

* Instruction engages, challenges, and supports students.

*Refer to syllabus, LMS site, class observation.*

## Recommendations

Provide any specific recommendations to the instructor being evaluated that will continue to increase the use of professional, inclusive, engaged, and research-informed teaching practices and create the best possible learning outcomes for students.

* *Review the Teaching Practices Inventory, syllabus, learning management system (LMS), and observation of the face-to-face class meeting or exploration of the online class environment and note any evidence-based teaching practices the instructor did not include but that may be appropriate for the course or their teaching.*
* *Note some inclusive teaching practices the instructor might consider implementing (ones they did not select but that might be appropriate for the course or their teaching)*
* *Note any other recommendations you might have.*

## Signatures

Has the instructor being reviewed had an opportunity to review, discuss, and suggest possible revisions to this report? – [ ]  YES [ ]  NO

Reviewer name, signature, and date

Reviewee name, signature, and date

*After completing a draft of this report email it to the instructor being reviewed and work with them to schedule a time to meet, discuss it, and make any necessary modifications. You must give the reviewee an opportunity to read the report prior to your meeting.*

*After you have discussed the report with the reviewee and made any edits:*

1. *Sign it and email it to the reviewee*
2. *Reviewee signs the report electronically or by printing, signing, and scanning a hard copy, then emails copies back to the reviewer and the head of the Peer Review committee.*
3. *Chair of the Peer Review committee places a copy in a password-protected file on the department’s server.*