Peer Review Template

Note to Reviewers and Readers

The University of Oregon defines teaching excellence as professional, inclusive, research informed, and engaged in reflective practice. Teaching evaluation draws on multiple sources of feedback in assessing a faculty member's teaching: results from the Student Experience Survey, instructor self presentation, and peer review by faculty colleagues.

Peer reviews provide a snapshot of a faculty member's teaching practice usually gleaned from observation of a single class session and, sometimes, review of certain course materials. This template defines the broad standards of good teaching through lettered "conditions" and provides lists of teaching practices as examples of each condition (For more information on the origins of these definitions, see the Provost's "Revising UO's Teaching Evaluations" webpage.) The lists are not comprehensive; the reviewer can specify other practices they observe. Moreover, practices used in a course may not be observable in every class session. Finally, effective practices may span more than one of the professional, inclusive, and research informed categories; the reviewer is welcome to discuss activities wherever seems most appropriate.

You can use this template to guide your review, adding additional practices to the tables as needed, and using the prompts after each table to provide supporting detail and convey feedback.

The Peer Review of Teaching page gives examples of which professional, inclusive, and research-informed practices might be contained in the various sources of evidence often included in peer reviews. Learn more about using this template at the TEP Peer Review Template page.

Course Observation Context

1. Instructor name:

2. Reviewer name:

3. Observation date:

4. Course number and name:

5. Contextual information about the course (e.g., course modality, type and level of students [majors/non-majors, first-years/seniors, elective/required course]):

6. Number of students enrolled in the course and approximate number present on observation day.

a. Enrolled:
b. Present:

7. If you communicated with the instructor prior to the observation, what did they ask for feedback about or note that they were working on?

8. What materials, beyond the in-class observation, did you consider?

9. If you observed a class session, please provide a brief overview of the learning objectives for the day.

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1. Professional Teaching

Professional Teaching Defining Conditions

A. Readily available, coherently organized, and high-quality course materials; syllabi that establish student workload, learning objectives, grading, and class policy expectations.
B. Respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.
C. Students' activities in and out of class designed and organized to maximize student learning.

Examples of Professional Teaching Practices

The following are examples of A-C, listed above.

Possible practice	Observed	Not Observed[1]	Contrary evidence observed
Organize course material into a logical framework which is explicitly communicated, for example by giving learning objectives and a lesson outline in oral and written form at the beginning of the class session. [A]			
Present instructions and guidelines transparently, explaining the purpose of the assignment or activity, the tasks needed to complete it, and the criteria for success. [A]			
Invite student questions and participation through multiple modes (ex: in class, on Canvas discussion board, etc.). [B]			
"Scaffold" student learning by breaking activities, examples, etc. down into steps. [C]			
Provide necessary materials and adequate time for completing activities. [C]			
Respond to questions in a timely fashion. [B]			

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[1] Not observed in the materials or class session reviewed. The practice might be used at other points in the course.

Possible practice	Observed	Not Observed[1]	Contrary evidence observed
Make Canvas site structure logical and easy to use, e.g. by organizing material chronologically using modules or pages; clearly communicating the learning objectives, activities to complete, and content to engage.			
Provide course syllabus in Canvas and include learning objectives, grade and absence policies, and other elements required by Senate policy. [A]			
[Optional reviewer-added practice]			
[Optional reviewer-added practice]			

Details and Suggestions

- If you observed professional teaching practices, please give details of at least one example.

- Please suggest at least one area of professional teaching to improve or enhance.

2. Inclusive Teaching

Inclusive Teaching Defining Conditions

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

Examples of Inclusive Teaching Practices

The following are examples of A and B, listed above.

Possible practice	Observed	Not Observed[2]	Contrary evidence observed
Express and promote a growth mindset, framing adversity as common and temporary, and emphasizing that all learners can develop skills and knowledge over time. [A]			
Connect class content to students' prior knowledge or experience; and/or to current events, real-world phenomena, or other disciplines; and/or to prior class lessons, assignments, or readings. [B]			

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[2] Not observed in the materials or class session reviewed. The practice might be used at other points in the course.

Possible practice	Observed	Not Observed[2]	Contrary evidence observed
Provide community-building opportunities. These may be content-centered (e.g. working in small groups) or structured, but more purely social, interaction. [A]			
Encourage and facilitate respectful dialogue, discussion, and student-student interaction for all students. [A] For example: • Structure activities with clear tasks that promote equal participation. • Help people find partners or create groups.			
Convey explicit expectations or guidelines for interaction.			
Offer multiple options for student engagement. For example, provide opportunities for student a) choice, b) connection to course goals, and c) self-assessment and reflection. [A]			
Course content reflects the diversity in the field or discipline both in the identities of the scholars/practitioners/creators studied and through different perspectives on or approaches to issues/methods. [B]			
Use low- or no-cost course materials. [A]			
Ensure course materials are digitally accessible to all, for example use headings and alt-text, provide captions or transcripts for audio/video files, and give readings in text-based rather than image-based files. [A]			
[Optional reviewer-added practice]			
[Optional reviewer-added practice]			

Details and Suggestions

• If you observed inclusive teaching practices, please give details of at least one example.

• Please suggest at least one area of inclusive teaching to improve or enhance.

3. Research-Informed Teaching

Research-Informed Teaching Defining Conditions

A. Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise.
B. 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.
C. Timely, useful feedback on activities and assignments, including indicating students' progress in course.
D. Instruction engages, challenges, and supports students.

Examples of Research-Informed Teaching Practices:

The following are examples of A through D, listed above.

Possible practice:	Observed	Not Observed[3]	Contrary evidence observed
Develop course content by drawing on relevant scholarly works, including current research/developments in the field or discipline. [A]			
Invite students into the subject matter, for instance through storytelling, compelling case studies, or explicit commentary about the skills, values, or formation of the field/discipline. [A]			
Show how disciplinary experts approach problems, either by modeling the process or by explicitly guiding students through it. [A]			
Align course content (knowledge, skills, or abilities) and engagement activities with relevant learning objectives, such as those for assignments, class sessions or modules, the overall course, or relevant department or university core education objectives (when applicable). [B]			
Incorporate low-stakes assessment to help students gauge their learning. Examples include polling questions, short Canvas quizzes, one-minute papers, muddiest point statements, questions embedded in lecture content, end of week or module metacognitive reflections, etc. [C]			
Provide timely, actionable, and goal-oriented feedback on activities and assignments. [C]			
Ask a variety of types of questions (factual, application, critical, etc.) and allot time for students to respond to/discuss questions in class or in postings such as discussion boards. [D]			
Teach the class at a level appropriate for most students. [D]			
[Optional reviewer-added practice]			
[Optional reviewer-added practice]			

Details and Suggestions

- If you observed research-informed teaching practices, please give details of at least one example.

- Please suggest at least one area of research-informed teaching to improve or enhance.

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4. Engaged Teaching

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[3] Not observed in the materials or class session reviewed. The practice might be used at other points in the course.

Engaged Teaching Defining Condition

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

Details and Suggestions

- If the reviewee has been demonstrating engaged teaching, please give details of at least one example.

- Please identify and comment on one teaching area the reviewee has chosen for improvement or enhancement moving forward. This may be something cited in your pre-review communication or something new.

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Reviewer signature   Date

I, the reviewee, have seen the final version of this review.

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Reviewee signature   Date