

## Peer Teaching Review

*Peer teaching reviews are evaluative and informative. In that spirit, the reviewer makes specific observations and recommendations. The reviewer may use this form or a letter that addresses the issues outlined on this form. The teacher has the option to respond with comments and/or a written plan of improvement. Both the documents are part of the candidate's file.*

Teacher \_\_\_\_\_

Reviewer \_\_\_\_\_

Course Number and Title \_\_\_\_\_

Date of observation(s) \_\_\_\_\_

Type:  lecture  seminar  studio  workshop

Date met with faculty for feedback \_\_\_\_\_

### Materials reviewed (circle Y/N):

Syllabus	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
Web page	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
Class assignments	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
Student work	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA
Exams	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> NA

**Before class, review class materials and consider the following while accounting for the different opportunities afforded by a lecture, seminar, recitation, studio, or workshop. This list can be supplemented with other observations as appropriate.**

1. Organization. Are course objectives clearly stated and supported by readings and assignments?
2. Content. Is the course content relevant and challenging?
3. Assignments. Do assignments contribute to course objectives?
4. Evaluation. Is evaluation clear and appropriate?

Key Strengths:

Suggestions for Improvement:

**After class, consider the following while accounting for the different opportunities afforded by a lecture, seminar, recitation, studio, or workshop. This list can be supplemented with other observations as appropriate.**

1. Coherence. Are the session objectives clearly articulated?
2. Presentation. Is the material presented logically and in a compelling manner?
3. Technique. Where appropriate, are different technologies and teaching strategies employed?
4. Rapport. Are students engaged and encouraged to participate and think independently?

Key Strengths:

Suggestions for Improvement: