Suggested Rubric for Peer Review of Teaching

<table>
<thead>
<tr>
<th>Instructor reviewed:</th>
<th>Reviewer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course number:</td>
<td>Class size:</td>
</tr>
<tr>
<td>Course title:</td>
<td></td>
</tr>
<tr>
<td>Undergraduate or graduate?</td>
<td>Required or elective?</td>
</tr>
</tbody>
</table>

To the reviewer: fill in the table above and write your comments for each of steps 1-3 and 5 in the space below the italicized guidelines. Use additional pages as needed.

Step 1: Two weeks before the classroom visit
The instructor being reviewed should provide the reviewers(s) with:
- A course syllabus containing course objectives, content, and organization.
- The specific learning objectives and planned learning activities for the class being observed.

Step 2: Interview before the classroom visit
- Get an overview of the course. Is this a new course, a first time for the instructor, a major overhaul?
- Learn about the instructor’s approach and what they plan for the day of the visit.
- Learn about the instructor’s past experiences and development. Has the instructor taken workshops or followed-up on suggestions from previous peer reviews?

Step 3: Classroom visit
For the questions below, include both strengths and weaknesses.
1. Describe the instructor’s goals for this session, teaching methods, and approach.
2. When the instructor presents, how well-organized and enthusiastic is the presentation? Does it hold the students’ attention? Is the pacing appropriate?
3. To what extent were the planned learning activities carried out and how effective were they? Describe the form and extent of student participation and engagement.
4. If there were suggestions made in previous peer-reviews, was improvement observed?
5. What specific suggestions would you make to improve this instructor’s teaching?

Step 4: Post-visit debrief
- For formative reviews, go over findings and suggestions with instructor.
- For evaluative reviews, post-visit debrief may not be needed.

Step 5: Report and summary
- Write up report (inserted between steps and questions here) and summary paragraph below. The summary should include what was learned in the pre-class interview and post-class debrief. Where appropriate, reviewers can comment on other aspects of the course such as assigned work, materials, and feedback from students.
- Submit copies to department and instructor.

1 Developed by the UTLC Faculty Advisory Board. See also the accompanying dossier and peer-review guidelines at: http://tlc.provost.gwu.edu/tenure-promotion