

Department of Communication Guidelines for Peer Evaluation of Teaching (Updated January 2009)

As established procedure in the Department, all untenured assistant professors must be provided with a peer evaluation of teaching at least once per academic year. It is preferred that this evaluation be done during the fall semester so that the peer review will be available for the Personnel Committee during its spring deliberations.

Any tenured faculty member who wants a peer review conducted for his/her files may request that the Personnel Committee assign a reviewer.

THE REVIEW DOCUMENT

- A letter or memo on letterhead addressed to the department head
- In an introductory paragraph, describe evaluation process: what course was evaluated; how many classes attended; was evaluation day known by faculty under observation prior to the visit, did you review syllabus and other materials with faculty member, etc.
- The body of the letter should provide a detailed observation using the criteria recommended below.
- If appropriate, make suggestions for improvement and resources available for development such as participation in CEUT workshops or other professional development related to teaching.
- Submit the original to the department head and provide a copy to the person reviewed.

THE PROCEDURE

Peer reviewers should contact the person they are to review early in the semester to arrange for classroom visits (minimum of two suggested, if possible).

The following reflects standards and guidelines established by the Academy of Teaching Excellence. These items are not meant to limit your comments, but they are an attempt to guide you to writing a more well developed, substantive critique. Suggested areas for peer reviews include:

COURSE ORGANIZATION AND MATERIALS

- syllabus complies with all requirements described in the faculty handbook; expectations, objectives, grading structure clearly stated, etc.
- (if used) Blackboard structure, use of technology
- evaluation and assessment strategies (review a sample test, assignment criteria, use of rubrics or other assessment strategies)

When visiting the class, consider the following categories for evaluation:

PEDAGOGICAL STRATEGY

- used appropriate pedagogy for the class and material (lecture; activity, discussion; workshop)
- pedagogical strategy matched learning objectives for the class period

For Lecture

Content

- sufficient material for class time

- material presented at appropriate level of audience
- use of examples: clarity, illustrative value, appropriate authorities, variety
- defined terms and used them consistently
- distinguished between factual material and opinions

Organization

- introduced lecture material (via summary or other method)
- demonstrated relationship between previous lecture(s) and this one (demonstrated continuity)
- body of material structured clearly
- restated ideas where appropriate
- appropriate transitions made to demonstrate relationships
- concluded material (summarized, reviewed, and/or previewed)

For Non-Lecture

- Provided clear organization and structure
- Stated goals clearly
- Monitored and directed activity, discussion effectively
- Provided sufficient time for processing
- Debriefed activity or discussion
- Pacing of activity (sufficient time to complete activity;

PRESENTATION STYLE

- presented and/or responded to divergent viewpoints where appropriate
- listened and responded to student remarks/questions
- responsive to student feedback and to classroom environment
- volume, rate, and vocal variety were appropriate
- instructive value of visual/audio materials
- language use (clear, appropriate level, nonsexist)
- used questions to stimulate thought/discussion
- began class on time/ended appropriately
- classroom atmosphere was appropriate to topics, level, and audience

STUDENT ENGAGEMENT AND CLASSROOM CLIMATE

- Are students prepared for class?
- Are they engaged in class (participate easily in discussion; follow instructions readily)
- Is there a sense of expectation about class behavior (prepared to start on time; ready to take notes or otherwise participate)?
- Are students attentive?