

Peer Review Guide for In-person Teaching

PRINCIPLE 1: Creating an Organized and Supportive Learning Environment

Principle 1 underscores the importance of fostering meaningful connections between students and faculty, which is vital in any learning.

Key Aspects

- **Proactive Outreach:** Instructor should initiate contact with students to build rapport, provide encouragement, and offer guidance throughout the class period
- **Responsive Communication:** Instructor asks questions and encourages students to ask questions.
- **Personalized Support:** Environment supports individual student needs, considering their backgrounds, experiences, and learning preferences.

Examples of Evidence

- Class starts/ends on time; time limits for activities are clear/reasonable.
- Instructor appears to have established classroom norms that foster positive and inclusive/accessible learning and treats all students equally.
- Organization of content and activities is well-planned and follows a reasonable flow.
- Minimal time is spent on non-instructional activities.
- Instructor uses appropriate volume, tone, and pace when speaking and uses visual/technology resources in a manner that maintains student attention and enhances engagement.
- As possible, the physical environment supports student interaction.
- Instructor responds to student stress/anxiety.
- Instructor announces/highlights time-sensitive information (e.g., assignment due dates, changes, scheduled absences, etc.).
- Instructor invites student interaction outside of class hours (e.g., encourages use of office hours, sending additional questions via email, arriving early/staying after class to ask questions, etc.).

Feedback for Instructor:

Evidence Found:

Strengths:

Areas for Improvement:

PRINCIPLE 2: Collaboration and Community Building

Principle 2 emphasizes the creation of a collaborative learning environment where students can learn from one another, share diverse perspectives, and build a sense of community.

Key Aspects

- **Structured Group Work:** Instruction includes collaborative tasks that require interdependence, individual accountability, and group processing.
- **Community Engagement:** Instruction includes informal opportunities for students to discuss course materials, share resources, and support each other.
- **Peer Learning:** Instruction intentionally encourages peer dialogue to deepen understanding and broaden perspectives.

Examples of Evidence

- Instructor encourages informal interactions between students and fosters a healthy exchange of experiences among class participants.
- Instruction includes structured small and/or whole-class discussions of material based on students' understanding and that encourages deeper engagement with the content.
- Instructor facilitates student-led explanations and or discussions.
- Instructor provides time for peer activities where students provide a constructive critique of each other's understanding of the content.
- Group activities have a clear purpose and direction for students.
- Instructor thoughtfully solicits input from numerous students with varied perspectives.

Feedback for Instructor:**Evidence Found:****Strengths:****Areas for Improvement:**

PRINCIPLE 3: Active Learning and Engagement

Focuses on involving students directly in the learning process, encouraging them to actively engage with the material, apply what they learn, and reflect on their knowledge.

Key Aspects

- **Interactive Content:** Instructor utilizes multimedia, simulations, and interactive activities that require student engagement.
- **Critical Thinking and Problem-Solving:** Instructor encourages students to apply concepts to real-world scenarios, analyze case studies, and engage in problem-solving exercises.
- **Reflection and Self-Assessment:** Instructor incorporates reflection, self-assessment quizzes, formative assessments, and other activities that allow students to consider their learning progress.

Examples of Evidence

- The class period includes varied instructional strategies (e.g., lecture, discussion, opportunities for practice, questions, etc.).
- Instructor actively monitors and manages active learning exercises.
- Instruction includes the use of labs or simulations where students can manipulate variables and see the outcomes in real time.
- Students analyze case studies/scenarios in which students discuss different approaches to problem-solving.
- Instructor provides meaningful, constructive responses to student comments/answers to questions.
- Instructor models or provides examples of how students can demonstrate advancement toward or mastery of learning goals.
- Instruction includes opportunities for practice with feedback provided by the instructor or peers (who have been given feedback criteria).
- An end-of-class activity prompts students to articulate what they've learned and identify areas for further exploration.

Feedback for Instructor:**Evidence Found:****Strengths:****Areas for Improvement:**

PRINCIPLE 4: High Expectations and Academic Rigor

Ensures that courses are challenging and intellectually stimulating, setting high expectations for all students to achieve their best.

Key Aspects

- **Clear Learning Outcomes:** Instructor articulates what students are expected to learn and achieve by the end of the class.
- **Challenging Assignments:** Instructor designs tasks that push students beyond mere recall of information to analysis, synthesis, and evaluation.
- **Continuous Improvement:** Instructor encourages a growth mindset where students view challenges as opportunities for learning and development.

Examples of Evidence

- Objectives/activities for the class period are clearly articulated.
- Instructor uses and provides explanations of discipline-specific and academic language. Students can use this language with relative accuracy.
- Instructor poses questions that may have more than one answer and/or includes examples from multiple perspectives.
- Students have opportunity during class to integrate various sources of information and apply this to a problem or topic.
- Students have opportunity to refine and improve their understanding of a topic based on feedback or after being provided additional information.
- Motivation and encouragement inspire students to move past the easy answers to more complex solutions, fostering a culture of high expectations and academic rigor.
- Detailed rubrics that communicate the criteria for excellence in assignments and discussions are discussed.

Feedback for Instructor:

Evidence Found:

Strengths:

Areas for Improvement:

PRINCIPLE 5: Adaptability and Accessibility

Prioritizes the creation of an inclusive learning environment that accommodates students' diverse needs, backgrounds, and abilities.

Key Aspects

- **Universal Design for Learning (UDL):** Instructor implements UDL principles to provide multiple means of engagement, representation, and expression.
- **Cultural Competency:** Instructor ensures course content and examples are inclusive and representative of a diverse student population.
- **Flexible Formats:** Instructor offers materials and assessments in various formats to cater to different learning preferences and needs.

Examples of Evidence

- Instruction includes multimedia resources that present material visually, auditorily, and/or kinetically.
- Instructor adjusts instruction when students do not fully understand or need additional support to grasp the content.
- Instructor uses adequate wait time to allow for students who need additional cognitive processing time.
- Content includes global perspectives and examples from various cultures and backgrounds.
- Students have options to demonstrate their learning in different ways, such as through written or verbal responses.
- Instructor uses a variety of formative assessment tools to gauge student progress, accommodating diverse learning styles and needs.

Feedback for Instructor:

Evidence Found:

Strengths:

Areas for Improvement:

