



PEER REVIEW OF COURSE INSTRUCTION – FORM

Sources and Methods for Evaluating Teaching  
Policy for the Evaluation of Teaching (for Advancement and Promotion), 1987  
Committee on Teaching – Berkeley Division, Academic Senate

Faculty: \_\_\_\_\_

Date of Review: \_\_\_\_/\_\_\_\_/\_\_\_\_

Peer Reviewer: \_\_\_\_\_

HOW TO USE THIS FORM:

**Peer Reviewer** - This Peer Review of Course Instruction Form is designed to guide your observation and evaluation of a peer’s class. Please note teaching strengths as well as provide suggestions for pedagogical improvement, whenever possible, as a supplement to evaluative comments. This form is not meant to be used as a checklist to observe and evaluate, rather it should generally frame the evaluation and serve as a starting point for identifying appropriate areas to address given the discipline, instructor teaching style and individual class session goals. The areas of focus listed in the form are not limited or exhaustive—feel free to comment on additional relevant components not included here.

**Faculty** – Your assigned peer reviewer will provide comments and suggestions on your classroom instruction using this Peer Review of Course Instruction Form. The *Faculty Self-Assessment* column to the far right is provided so that after the review, you are able to provide remarks of your own in response to the reviewer’s comments.

-This form is intended to focus reviews on the mechanics of the classroom instruction and interaction, not on the content of the course.

Areas of Focus	Reviewer Comments & Suggestions	Faculty Comments & Response
<p><b>Preliminary Activities</b></p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> <li>• Setup (i.e., materials, information projected on board/screen, physical arrangement)</li> <li>• Class Start (i.e., on time, overview of class session w/ clearly stated goals or portrayed in an obvious fashion)</li> </ul>		
<p><b>The Main Event</b></p> <p><u>Instructional Methods</u> (i.e., lecture, discussion, small-group work)</p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> <li>• Well-suited for teaching the content covered</li> <li>• Have a clear purpose</li> <li>• Encourage general attentiveness and consider attention spans in the timing of classroom activities</li> <li>• Provide opportunities for student participation and encourage engagement with the course content, instructor, and/or peers</li> <li>• Emphasize and summarize important points</li> <li>• Attend to the intellectual, emotional, and/or physical needs of students</li> <li>• Prompt students' to draw on prior learning and experiences</li> <li>• Examine student achievement of goals (i.e., questioning students on course material, observing student performance, discussion, quizzes)</li> </ul> <p><u>Class Flow</u></p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> <li>• Well organized and easy to follow</li> <li>• Transitions between units, sections, concepts and/or topics</li> </ul>		

<ul style="list-style-type: none"> <li>• Allows time for questions</li> <li>• Uses time management to cover content</li> <li>• Concludes and reviews of day's topic</li> </ul>		
<p><b>Interaction with Students</b></p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> <li>• Presentation techniques are well utilized (i.e. movement, lecturing from notes vs. manuscript, eye contact)</li> <li>• Tone of voice indicates interest in the subject, students, and student questions</li> <li>• Creates a participatory classroom environment</li> <li>• Responsive to student nonverbal cues (i.e., excitement, boredom, confusion, apprehension)</li> <li>• Uses student names whenever possible</li> <li>• Encourages student questions</li> <li>• Provides clear explanations to student questions</li> </ul>		
<p><b>Integration of Technology (if applicable)</b></p> <p><i>Potential areas for comment:</i></p> <ul style="list-style-type: none"> <li>• Technology is used to engage students, enhance learning, and/or generally enrich students' class experience as part of lecture, activities, or discussion</li> <li>• Technology is leveraged to facilitate a learning experience that would otherwise not be possible</li> <li>• Student work done via technology outside of class is integrated into the class session (i.e. homework, discussion board)</li> </ul>		

General Comments, Summary & Suggestions: *(to be filled out by peer reviewer)*

*-This space could be used to describe the setting in which the lesson took place, relevant information about the makeup of the class, and any other descriptive characteristics that would provide appropriate context to the review. This space could additionally be used to highlight areas for suggested pedagogical improvement, along with concrete strategies.*

**Response:** *(to be filled out by faculty member)*

*-This space should be used to articulate goals for the next peer review of course instruction and outline concrete steps to reach those goals.*