

## **Peer Review of Teaching Checklist**

Instructor Observed: \_\_\_\_\_ Course: \_\_\_\_\_

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

Consider each teaching element below and evaluate the teaching skills of the instructor by placing a check mark under the term best describing your evaluation of the instructor's actions. Add comments to illustrate your evaluation. Provide at least a summary evaluation in each category, and evaluations and comments on individual points where you feel you have observed enough to make them.

<b>Class Organization</b> The instructor:	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments
1. Started class on time.					
2. Introduced lesson (overview or focusing activity)					
3. Paced topics appropriately.					
4. Sequenced topics logically.					
5. Related lesson to previous or future lessons or assignments.					
6. Summarized or reviewed major lesson points.					
7. Ended class on time.					
<b>Summary</b>					

<b>Presentation</b>	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments
The instructor:					
8. Presented or explained content clearly.					
9. Used good examples to clarify points.					
10. Varied explanations to respond to student questions or needs for clarification.					
11. Emphasized important points.					
12. Used graphics or visual aids or other enhancements to support presentation.					
13. Used appropriate voice volume and inflection					
14. Presented information or led discussions with enthusiasm and interest.					
15..Responded appropriately to student behaviors indicating boredom or confusion.					
<b>Summary</b>					

<b>Class Interactions</b>	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments
The instructor:					
16. Encouraged student questions.					
17. Asked questions to monitor student understanding.					
18. Waited sufficient time for students to answer questions.					
19. Provided opportunities for students to interact together to discover/discuss or practice content points.					
<b>Summary</b>					

<b>Mastery of Content</b>	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments
The instructor:					
20. Presented content at an appropriate level for the students.					
21. Presented material relevant to the purpose of the course.					
22. Demonstrated command of the subject matter.					
<b>Summary</b>					

<b>Instructor Attitudes</b>	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments
The instructor:					
23. Showed enthusiasm for the content.					
24. Showed respect for student questions and answers.					
<b>Summary</b>					

<b>Course Documents</b>	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments
The instructor:					
25. Posted office hours, was accessible.					
26. Provided an appropriate course syllabus (see checklist).					
27. Gave appropriate examinations and assignments.					
28. Distributed other necessary information.					
29. Developed or maintained appropriate Web-based materials (required only for Distance Learning courses).					
30. Used e-mail and/or discussion board to interact with students (required only for DL).					
<b>Summary</b>					

## **Evaluation of Syllabus**

Check that the syllabus contains the following required elements, and comment on any aspects in which improvement may be needed.

- A rationale for the course indicating where it fits into the overall intellectual area.
- Course objectives: i.e.: what the student should gain from the course.
- Objectives for each of the class meetings or topics.
- A clear explanation of evaluation, including a clear statement on the assessment process and measurements. The Faculty Senate suggests something quite explicit, e.g.: mid-term 20%, class participation 15%, term paper 10%, and final exam 55%.
- Course content and outline.
- Student responsibilities in the course.
- Resources, web-based and other types of help.
- A statement about the Florida State University Honor Code. The Faculty Senate suggests: Students are expected to uphold the Academic Honor Code published in The Florida State University Bulletin and the Student Handbook. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community.
- Class attendance. Both the Senate and the Provost strongly urge that you require attendance at all classes as well as participation in class.
- Your policy on missed material or missed exams. Remember that you cannot simply deny excused absences; but rather you must have a clear policy. It is best to include a statement of what constitutes an excused absence.
- A written ADA policy is required on all course syllabi. Suggested language from the Faculty Senate includes: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.