

Instructions to Peer Reviewers

- Each faculty member should be subject to at least 2 peer reviews. Three or more reviews insure a more accurate assessment.
- Peer reviewers are assigned by the department chair. All reviewers must be tenured, have demonstrated effective teaching skills in their disciplines, and must be advised of the expectations for confidentiality of the peer review process.
- Peer reviewers should coordinate their efforts to insure that they arrive at different times in the semester. For example, the Chair should schedule reviews for different times in the semester.
- Reviews should not be held during the first and last weeks of the semester.
- Visits by peer reviewers must be unannounced.
- Peer reviewers do not sign the evaluation form.
- All of the elements in the evaluation are critical parts of every class. For, example, all classes need teaching aids. These may be as simple as chalk or as complex as a live demonstration. Instructors must always be courteous, students should always be required to think critically and instructors should always be on time.

Evaluation Elements

Each “Evaluation Category” described on the form is a general heading that covers a wide range of possible approaches by the instructor. Below are some of the elements that should be considered a part of each of these broad categories. While many of the points in each category would be expected to be a part of every class, not all of the points below may be applicable to every class period.

Evidence of Planning:

- Adheres to course outline and objectives
- Demonstrates command of the discipline and subject area
- Organizes materials in a logical and purposeful manner
- Presents challenging, thought-provoking ideas
- Presents different theories and their implications
- Discusses recent developments in the field
- Does not digress often from main topic
- Uses instructional support effectively

Dialogue:

- Provides student-centered instruction which incorporates alternative approaches or different points of view objectively and sensitively
- Provides room for comments and questions from students
- Interacts effectively and responds appropriately to students’ questions and comments
- Responds to wrong answers constructively
- Provides cues to encourage students to respond to difficult questions
- Acknowledges student contributions
- Responds to what is going on in the class (e.g., raised hands, being bored, gestures, etc.)
- Monitors students’ understanding of the material under consideration by asking questions
- Guards against one or few students dominating class discussion
- Talks to the class, not the board or computer
- Varies the pace to keep students alert
- Admits error and/or insufficient knowledge and respects constructive criticism
- Uses a variety of teaching strategies to meet students’ diverse learning styles

Clarity of Expression:

- The instructor’s spoken English was easily understood
- Speaks clearly, audibly and is easy to understand
- Explains subject matter clearly and effectively
- Clearly differentiates and emphasizes major points
- Structures instruction to facilitate student comprehension and retention
- Speech fillers are not distracting

Student Enthusiasm:

- Do the students appear interested and engaged?
- Did students respond to questions?
- Did the students arrive on time for the class?

Command of Subject:

Demonstrates command of the discipline and subject area
Presents challenging and thought-provoking ideas
Discusses recent developments in the field
Conveys confidence

Teaching Aids:

Incorporates a variety of teaching aids/resources into classroom presentations
Incorporates text and other assigned readings into classroom presentations
Incorporates relevant media or other assigned projects into classroom presentations
Uses technology effectively
Visuals are large, legible and appropriate

Promptness:

Organized and ready to teach at the beginning of class period
Begins and ends class on time

Explanations and Demonstrations:

Explains difficult terms, concepts and problems clearly
Explains difficult terms, concepts and problems in more than one way
Explains approaches or view points objectively and with sensitivity
Presents different theories and their implications
Uses concrete, sufficient and appropriate examples, illustrations and/or demonstrations
Uses appropriate gestures to enhance meaning and understanding

Courtesy:

Treats students respectfully
Answers questions with a polite and positive attitude
Makes accommodations for students with special needs
Uses humor appropriately
Respects diverse points of views
Responds appropriately to undesirable student behavior in class

Critical Thinking:

Are questions aimed only at memorization or does the instructor require higher levels of understanding including analysis and synthesis?
Do questions from the instructor require students to use and apply knowledge?

**University of Arkansas at Pine Bluff
Peer Evaluation of Faculty Teaching**

Instructor Evaluated _____ Date _____
 Class _____
 Semester _____
 Department _____

Category	Score	Category	Score
Evidence of Planning		Teaching Aids	
Teacher/Pupil Dialogue		Promptness	
Clarity of Expression		Explanations & Demonstrations	
Student Enthusiasm		Courtesy	
Command of Subject		Critical Thinking	
Final Score	0.00		

Explanation of Scores (decimal scores acceptable in all categories)

- 5- Excellent, above average, and without need of improvement
- 4- Acceptable quality, certainly good enough, but not "excellent"
- 3- Needs minor improvement
- 2- Needs major improvement
- 1- Unsatisfactory

Comments: