

## Peer Review of Studio Instruction

Example from: Chism, N. (2007). *Peer Review of Teaching: A Sourcebook*, p. 133.

*These items were developed for use primarily in the visual arts, music, drama, architecture, or related fields. The items are based on having access to instructional materials as well as to direct observation. As with other forms of review, they assume that some way of understanding the thinking behind the instructors' approach, such as a conversation or reading of self-reflections, has also been a part of the review. For formative peer review, the questions might be used to collect data for feedback session or coaching document. For summative purposes, a rating form can be composed of relevant items, or a narrative summary prepared speaking to the relevant items, comparing the instructor to peers.*

### Design of Learning Experiences

- Are the learning experiences relevant to the course curriculum?
- Are the goals in line with current exemplary practice in the field (dramatic coaching, architectural review, visual arts instructions, etc.)

*Here, specific items relating to the values and standards of the field would be inserted to trigger the review of specific elements.*

- Are the learning experiences at an appropriate level of challenge for the students?
- Are the goals clear?
- Is the assessment strategy appropriate to the goals?

### Instructions or Procedures Materials

- Are the instructions and procedures clear?
- Are they of appropriate length for the time allocated?
- Do they contain information on goals and assessment?
- If printed, are they proofread and in a readable format?
- Are the materials needed for the experience available?

### Instructional Oversight

- Does the studio instructor show understanding of the goals and procedures?
- Does he or she demonstrate the relevant content knowledge needed for the sessions(s)?
- Does the instructor proactively engage with the students?
- Is the instructor available for questions and assistance?
- In helping students, does the instructor use clear questioning and coaching strategies?
- Can the instructor demonstrate the techniques needed for the session?
- Are the safety procedures followed (if applicable)?
- Does the instructor coordinate work with any instructional assistants, if present?

**Student Engagement**

- Are students actively engaged in following the procedures?
- Do students show understanding of the studio goals and procedures?
- As they have questions, do students ask the instructor for help?
- If students are working in groups, do they work well in teams?
- Do students reach results that appear to satisfy them?

**Assessment**

- Is the assessment procedure at an appropriate level of challenge?
- Are assessment procedures clear to students?
- Does the instructor use a rubric or other vehicle to link specific grades with performance expectations?
- Does student work show evidence of achieving the goals?
- Do instructor comments, both in the studio and on any written feedback forms that might be used, provide ample and helpful feedback?

Other comments: