

**Drexel University
School of Education
Peer Review of Teaching
(Online/Hybrid/Face-to-Face)**

The Drexel University School of Education values excellence in teaching. Teaching quality and effectiveness results from a collaborative effort by the individual instructor and the faculty. This shared responsibility of evaluating teaching should be reflected through the peer review process.

Every faculty member in the School of Education, either tenure track, tenured, or clinical, who is going up for promotion will need at least two peer reviews of their teaching. (Those going up for promotion and/or tenure during 2017-2018 will need 1 peer review of their teaching). The peer review of teaching can be either an online, hybrid, or face-to-face class. Each peer review should be by another faculty member of equal or higher rank in her or his department.

The observation and review of teaching by one's peers should foster professional growth. While there is no single best way to deliver instruction the observation and peer review of the online, hybrid, or face-to-face teaching should reflect practices of good teaching based upon pedagogical theories and ideas about what constitutes excellence in teaching.

The purpose of the attached form is to provide a systematic basis for peer review that is as equitable as possible for all disciplines and styles of teaching and to create a standardized format that promotes greater reliability among different observers. The form is a combination of rating sheet and written comments. The peer reviews will help with personnel decisions regarding tenure and promotion. Observers have responsibility for providing specific feedback and suggestions through this process each time they observe someone's teaching.

Furthermore, the peer review should not only be seen as evaluative, but also the basis for formative conversations that enhance professional development. The focus of the discussions should reflect the Drexel School of Education values and beliefs. It is expected that both parties benefit from the peer review process.

Peer Review of Teaching Report

Instructor:	Department:	Course:
Observer:	Date of Observation:	

Rating Scale: 0 – fails to meet expectations; 1 – meets expectations; 2 – exceeds expectations; N/A – no opportunity to judge

Category	Rating	Comments
<i>Course Site Management</i>		
Provided a welcome announcement for the students		
Provided due dates and assignments that are clear		
Clearly set the tone and atmosphere of discussion that are conducive to learning		
Provided contact and availability to the students		
Articulates expectations for discussion		
<i>Instructional Professionalism(Pedagogy)</i>		
Answers students questions thoroughly and ties content to previous student learning		
Encourages questions and discussions		
Clarifies students questions and comments		
Attempts to present and listen to all sides of an issue fairly		
Finds and shares new knowledge with the students and welcomes student contributions of new ideas		
<i>Teaching Strategies and Delivery</i>		
Presents and explains content clearly and thoroughly		
Uses a variety of teaching methods		
Provides varied explanations in responses to student questions or need for clarification		
Prompts and redirects student discussions		
Fosters creative and critical thinking		
Utilizes strategies to engage students		
Encourages student participation and questions		
Provides substantive feedback in a timely manner		
<i>Subject Matter Mastery</i>		
Content presented at a level appropriate for the students		
Presented additional material relevant to the purpose of the course		
Demonstrated command of the subject matter		
Instilled appreciation for the subject matter		
<i>Online Environment (if appropriate)</i>		
Demonstrates expertise with technology		
Has a backup plan if technology doesn't work		
Handles inadequacies of the virtual environment in a professional way		



Effective July 10, 2017

Areas of Greatest Strength:

Areas Needing Improvement:

Evaluation Summary:

Instructor Signature:

Observer Signature:
