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**University of Utah Outstanding Teaching Framework   
Peer Review of Teaching Form**

**Instructor Name**:

**Peer Reviewer**:

**Department**:

**College**:

Review Type, check all that apply.

Peer Review (within discipline)

In-person classroom observation

Fully online course

Hybrid course

Course Being Reviewed:

Description of Course (undergrad, graduate, lecture, seminar, online, hybrid):

Number of Students in Course:

**Overview**. Peer Review of Teaching can take various forms, including conversations, classroom observation or online course review, analysis of student learning outcomes, and review of course materials, learning objectives, student feedback, and instructor reflection. A review can be used as a developmental tool to provide instructors with formative feedback to enhance their teaching, showing progression over multiple observations. It can also be used as an evaluative tool to document evidence of outstanding teaching. The University of Utah defines outstanding teaching across five thematic areas. These areas with descriptions provide a common framework for course-based instructional activities. This Peer Review of Teaching Form aligns with the [Outstanding Teaching Framework](https://cte.utah.edu/teaching-assessment/) and the [Definition of Outstanding Teaching](https://cte.utah.edu/teaching-framework/definition/).

### Step 1. Initial Conversation and Materials Review

Set up an initial appointment to meet with the instructor to discuss the review. Ask the instructor to provide (in writing or through the conversation) a description of reasons for decisions about content and goals specific to teaching, elaboration of their instructional design, reflection on students’ achievements, and plans for future course offerings. You can also ask about the instructor's personal goals and plans for personal development specific to teaching to determine where you can focus your attention and comments during the review. You can also ask the instructor to provide a set of course materials (preferably in advance) for the conversation. Suggested items include (1) Syllabus, (2) Examples of assignments and criteria for assessing student performance, (3) Access to the Canvas course, and (4) Examples of student work.

**Date of initial consultation \_\_\_\_\_**

### Step 2. Class Observation or Online Course Review

If you're observing a single class session, ask the instructor to share course materials that will be needed for you to understand the context of the classroom activities the day you will visit, such as pre-class preparatory work (e.g., readings, discussion prompts or problem sets). Find out what the instructor hopes to achieve in the class period you are observing, how the day’s activities are designed toward those goals, and what assessments or assignments will enable the instructor to determine whether students have achieved what was desired. During the observation or course review, look for evidence to support the five thematic areas of the [Definition of Outstanding Teaching](https://cte.utah.edu/teaching-framework/definition/): Foster Development, Promote Deep Engagement, Incorporate Promising Teaching Practices, Utilize Assessment Practices, and Pursue Ongoing Instructional Improvement. If you haven't already, ask the instructor to provide (in writing or through the conversation) a description of reasons for decisions about content and goals specific to teaching, elaboration of their instructional design, reflection on students’ achievements, and plans for future course offerings. You can also ask about the instructor's personal goals and plans for personal development specific to teaching to determine where you can focus your attention and comments during the review.

### Step 3. Complete a Follow-up Conversation and Review Summary

See the sections at the end of the form .

**Using this form**. Select the most appropriate response option for each item based on the evidence you collect during your initial conversation and observation or course review. Use the comment space to identify what is working well and to provide constructive feedback about what can be improved.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Foster Development | | | | | | |
| Foster student development in discipline-specific language and approaches | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Model and develop mindful, ethical, inclusive, and responsible behavior in instructional environments | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Recognize power differentials between professor, instructors, graduate students, and students | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Foster students’ ability to assess learning and adjust their learning strategies | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Develop habits of professional responsibility | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Promote Deep Engagement | | | | | | |
| Create learning objectives and experiences that are challenging yet attainable | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Use rigorous content that is informed by theory, research, evidence, and context | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Provide materials, cases, or applications that include diverse experiences, perspectives, or populations | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Incorporate Promising Teaching Practices | | | | | | |
| Create an environment conducive to intellectual risk-taking | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Utilize relevant strategies and tools to provide students access to course materials, grades, and other feedback | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Apply multiple techniques and strategies to reach all students in an inclusive, accessible, and culturally responsive way | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Manage teaching and learning effectively: plan activities, manages time and student participation | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Use active learning strategies to promote the development of content mastery | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Foster the translation of learning and problem-solving skills to different and changing contexts | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Follow university policies and procedures regarding instructional practices and maintain course policies that are applied uniformly and fairly | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
|  | | | | | | |
| Utilize Assessment Practices | | | | | | |
| Use assessments at timely intervals throughout the course | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Provide specific, regular, and timely feedback tied to performance criteria | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Use transparent assessment processes with clear standards tied to learning objectives | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Demonstrate the effectiveness of instruction through measures of student mastery of learning objectives | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Pursue Ongoing Instructional Improvement | | | | | | |
| Utilize feedback from a variety of sources to inform teaching practices | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Reflect on practices, experiences and integrate new knowledge | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |
| Seek out pedagogical approaches to improve teaching practices | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree | Not Observable |
| *Comments:* | | | | | | |

**Follow-up Conversation.** Determine a time to meet with the instructor and focus on the following topics. Tailor the conversation to the context of the review.

* The instructors’ reflections on whether the outcomes of the class period or course, match what the instructor intended.
* The instructor’s assessments of student learning based on that class period, the course, or prior courses, either from within the observed class period, follow-up assignments, or previous courses
* Whether they might want to make any adjustments related to the class period, course, or past course in future offerings.
* Feedback to the instructor: specific suggestions of things that worked well, and areas that could be strengthened in the course or future courses.
* Review commendations and recommendations.

**Date of Follow-up Consultation: \_\_\_\_\_\_\_\_\_**

**Review Summary in Writing**. Summarize your review by reflecting on your conversations, materials review, and class observation or online course review. You can use the five thematic areas and descriptions of the [Definition of Outstanding Teaching](https://cte.utah.edu/teaching-framework/definition/) to guide this process. Refer to examples reviewed and discussed in your conversations and the evidence you observed to support your comments about each thematic area. Include commendations and recommendations for the instructor, including any resources and strategies based on your review.

**Signature of Reviewer**