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| **1. Focus on Curriculum**  Pacific Lutheran University  **Peer Review Form**  Faculty Reviewee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_ Course/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **1a. What is the learning objective(s)?**  Objective(s):  **1b. Learning objective(s) is evident to the students:**  \_\_\_ Evident \_\_\_ Not Evident \_\_\_ Unable to determine  **1c. Learning objective(s) on target for student level/progression in program**  \_\_\_ Yes \_\_\_ No |
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| **2. Focus on Instruction** |
| **2a. Identify instruction practices**  \_\_\_ Coaching \_\_\_ Modeling \_\_\_ Teacher-direct Q and A  \_\_\_ Discussion \_\_\_ Presentation \_\_\_ Testing  \_\_\_ Hands-on Exp. \_\_\_ Providing Directions \_\_\_ Lecture  \_\_\_ Learning Centers \_\_\_ Providing Practice Opportunities \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **2b. Identify grouping format**  \_\_\_ Whole group \_\_\_ Small Group \_\_\_ Paired \_\_\_\_ Individual  **2c. Identify research-based instructional strategies**  \_\_\_ Identify similarities and differences \_\_\_ Cooperative Learning  \_\_\_ Summarizing/note taking \_\_\_ Setting objectives/feedback  \_\_\_ Reinforcing effort/recognition \_\_\_ Generating/testing hypotheses  \_\_\_ Homework/practice \_\_\_ Cues/questions/advanced org.  \_\_\_ Nonlinguistic representations |
| **3. Focus on the Learner** |
| **3a. Identify student actions**  \_\_\_ Listening \_\_\_ working with hands-on \_\_\_ Speaking  \_\_\_ Reading \_\_\_ Writing \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3b. Identify instructional materials**  \_\_\_ Computer Software \_\_\_ Overhead/board/flip chart \_\_\_ Video  \_\_\_ Manipulatives \_\_\_ Published print materials \_\_\_ Web sites  \_\_\_ Hand held tech \_\_\_ Real-world objects \_\_\_ Worksheets  \_\_\_ Lab/activity sheet \_\_\_ Student created material \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Oral \_\_\_ Textbook  **3c. Determine level of student work**  \_\_\_ Recalling Information (knowledge) \_\_\_ Breaking down info into parts (analysis)  \_\_\_ Understanding info (comprehension) \_\_\_ Putting information together in new ways (Synthesis)  \_\_\_ Using information in a new way (apply) \_\_\_ Making judgments and justifying positions (Evaluate)  **3d. Determine levels of class engagement**  \_\_\_ Highly engaged – Most students are authentically engaged  \_\_\_ Well managed \_ Students are willingly compliant, ritually engaged  \_\_\_ Dysfunctional – Many students actively reject the assigned task or substitute another activity |
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| **4. Focus on Classroom Environment** |
| \_\_\_ Materials are available in the classroom \_\_\_ Students interact with classroom environment  \_\_\_ Models/exemplars of quality work posted \_\_\_ Student work displayed  \_\_\_ Routines and procedures are evident \_\_\_ Scoring rubrics are displayed/provided |
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| **5. Do you see evidence that the teacher is responding to the different learning needs in the classroom?**  \_\_\_ A Lot \_\_\_ Some \_\_\_ None \_\_\_ Unable to determine |
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| **Reviewee Reflection:**  What went well throughout the lesson? What would you do  differently next time: |
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| **Reviewer Reflection:**  In what ways has the lesson you’ve observed impacted your thinking  and/or future classroom practices? |

RAD: March 2018; SNO Approval: May 2018