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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 dodifferently next time: |
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| **Reviewer Reflection:** In what ways has the lesson you’ve observed impacted your thinkingand/or future classroom practices? |

RAD: March 2018; SNO Approval: May 2018