Pacific Lutheran University School of Nursing

**Didactic Peer Review Form**

| **Reviewee name:** | **Reviewer name:** | **Date:** |
| --- | --- | --- |
| **Course Title:** | **Student level:** |  |
| **Class size:** | **Online or In-person:** |  |

**Pre-review discussion between reviewer and reviewee.**

| **Focus of review/goals of reviewee** |
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|  |

**Rating scale:**  1 – Developing 2 – Proficient 3 – Expert N/A – Not applicable N/O – Not observed

| **Goals, content, and alignment** | Rating: | Are the day’s learning goals communicated and clear? Are the day’s learning goals appropriately challenging? Are the day’s learning goals aligned with the curriculum? |
| --- | --- | --- |
| Comments: | | |
| **Teaching Practices** | Rating: | Were the in-class activities aligned with the learning goals? What practices were used? Lecture, discussion, group problem solving, etc..? Were students engaged with the material? |
| Comments: | | |
| **Achievement of learning outcomes** | Rating: | Were class objectives achieved? What informal indicators and formative assessments provide evidence about this? Was the instructor aware of students’ level of understanding? If so how? What opportunities did the instructor create to gauge student understanding? How do the classroom activities connect to more formal and summative assessments? |
| Comments: | | |
| **Classroom climate and student perceptions** | Rating: | Were students engaged with the classroom activities? What practices were used to encourage motivation and engagement? Was the classroom climate welcoming to all students? Did the students have a chance to provide feedback on their learning? |
| Comments: | | |

**Overall Review of Observed Teaching**

| Comments: |
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**Post-review discussion between reviewer and reviewee.**

Brief feedback and plan for detailed review of observation

| **Reflection and iterative growth** | * Did the instructor adjust teaching practices or class plans to meet students where they are? * The instructors’ reflections on whether the outcomes of the class period matched what the instructor intended, * The instructor’s assessments of student learning based on that class period, either from within the observed class period or on follow-up assignments * Whether they might want to make any adjustments related to the class period in future offerings |
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| Comments: | |

Adapted from:

Follmer Greenhoot, A., Ward, D., Bernstein, D., Patterson, M. M., & Colyott, K. (2020). Benchmarks for Teaching Effectiveness. (Revised 2020).

KU Benchmarks for Teaching Effectiveness Protocol for Course Focused Peer Review (Fall 2021)