

Summary Rubric for Peer Review of Teaching via Peer Classroom Observation

Abbreviated/Summary Rubric

	Level 4	Level 3	Level 2	Level 1
<p>Clear Goals</p> <p>Clear statement of purpose(s); objectives realistic and achievable; important questions identified.</p>	<p><i>Add peer interviewing of students to what is to the immediate right and at least one of only two observers has to be trained</i></p> <p><i>Dept. chair has to agree to course also</i></p> <p><i>Summative, unless there is prior agreement with chair for formative and even then observer time has to be accounted for to dept. chair</i></p>	<p><i>Add peer of review of syllabus to what is to the immediate right</i></p> <p>Formative, unless at least one of only two observers is trained, in which case process has to be summative at least to the extent that observer time gets accounted for to chair</p>	<p>Spontaneous get together</p> <p><i>But specific content areas identified and SROI review of a prior course¹</i></p> <p>Formative only</p>	<p>Spontaneous get together</p> <p>Formative only</p>
<p>Adequate Preparation</p> <p>Understanding shown of relative scholarship; necessary skills are evident; enough resources are available.</p>	<p>Same as to the immediate right <i>except that disciplinary paradigms are added to the conversation</i></p> <p>Summative/formative same as to the immediate above</p>	<p>Same as to the immediate right</p> <p>Formative/summative same as just above <i>except, if process is summative, documentation to dept. chair has to include the identified principles of how people learn</i></p>	<p><i>For a fair observation the observer(s) should not be disagreeing with what the instructor is saying about the specific content areas.</i></p> <p>Look at some recent literature on learning</p> <p>Formative only</p>	<p>Take a look at some recent literature on how people learn</p> <p>Formative only</p>
<p>Appropriate Methods</p> <p>Methods appropriate to the goals; methods selected effectively applied; procedures modified in response to changing circumstances.</p>	<p>Same as to the immediate right and immediate above <i>except that now the department chair has to agree to everything, each of the at least two observations have to be conducted in such a way that the two observers are at all observations, 45 min. post observation meeting is required for both observations, documentation is tighter, and the rules of final report are agreed upon.</i></p> <p>Summative/formative same as to the immediate above</p>	<p>Same as to the immediate right and immediate above <i>except the observations have to be at least 20 minutes longer and if the process is summative a 45 min post observation meeting has to be added</i></p>	<p>Visit</p> <p>Observation one</p> <p>Visit</p> <p><i>Observation two</i></p> <p>Formative only</p>	<p>Visit</p> <p>Observation one</p> <p>Visit</p> <p>Formative only</p>

¹*Italics denotes a change from the cell to the immediate right.*

<p>Significant Results</p> <p>Goals were achieved; results have led to changes in instructor behavior; student learning increased; results opened further areas to explore, i.e., things to try; results nationally published.</p>	<p><i>After studying and critiquing the instructor's reflective essay, the observers write a final report and submit to dept. chair if summative; if the mutual agreement is formative, observers document to dept. chair steps in process and when they occurred</i></p>	<p>If formative, strictly internal to instructor and/or observer(s)</p> <p><i>But if summative, at minimum, conditions of just above have to be in place, the reviewers have to review and comment on the instructor's reflective essay, and reviewers document that they reviewed to dept. chair.</i></p>	<p>Strictly internal to instructor and/or observers(s)</p>	<p>Strictly internal to instructor and/or observer(s)</p>
<p>Effective Presentation</p> <p>Presentations suitably styled and effectively organized; appropriate forums for different audiences; message presented with clarity and integrity.</p>	<p><i>If formative, same as summative to immediate right except all aspects of evaluation and synthesis are to be demonstrated; if summative, observers are to not provide dept. chair final report until reflective essay includes all elements of evaluation and synthesis.</i></p>	<p>None if only formative.</p> <p><i>But if summative, reviewers will have at least the responsibility to work with instructor to have the reflective essay be satisfactory and demonstrate all the elements of analysis</i></p>	<p>None expected</p>	<p>None expected</p>
<p>Reflective Critique</p> <p>Work self critically evaluated; appropriate breadth of evidence brought to the self-critique; improved quality of future teaching techniques and/or student learning.</p>	<p>Same as to the immediate right <i>but the reflective essay is longer, includes most of the elements of synthesis and evaluation listed above, and directly discusses student learning</i></p> <p><i>Probably summative; but, if so agreed, could be formative only</i></p>	<p>Same as to the immediate right <i>but the essay has all the elements of analysis above.</i></p> <p>Formative unless summative by prior agreement</p>	<p>Instructor encouraged to make his or her thinking visible to herself or himself <i>but write more to include what was learned as a result of the first observation and subsequent visit</i> with an essay that has all the elements of <i>application</i> above</p> <p>Formative only</p>	<p>Instructor encouraged to make his or her thinking visible to herself or himself with an essay that has all the elements of comprehension listed above</p> <p>Formative only</p>