

## Peer Review of Teaching Protocol

The protocol for peer review of teaching is designed to guide UA instructors in the process of *formative review* of peers' teaching, as well as *evaluation of teaching* for summative review.

*Formative review* is used to provide feedback for professional growth and development; it is usually confidential and non-judgmental and its goal is self-motivated change. It is grounded in the belief that instructors can be their own best resources for improvement of teaching. *Evaluation of teaching* (e.g., for annual reviews and P & T) is a more formal process; guidelines for using this protocol in that process are outlined later in this document.

The process of peer review of teaching includes three stages:

1. a pre-observation meeting to discuss the target class and goals for the observation,
2. a classroom observation, and
3. a post-observation meeting to discuss how the class went and what the observer noticed.

The Peer Review of Teaching Protocol includes:

- Guidelines for the Reviewee
  - selecting a reviewer for formative review
  - purpose of and preparing for the pre-observation meeting
  - selecting items from the Classroom Observation Tool
  - purpose of post-observation meeting
- Guidelines for the Reviewer
  - structuring the pre-observation meeting
  - selecting items from the Classroom Observation Tool
  - doing the classroom observation and completing the Tool
  - structuring the post-observation meeting
- Classroom Observation Template (for the reviewer to record notes during class session)
- Classroom Observation Tool
  - observation items in eight areas: Lesson Organization, Content Knowledge & Relevance, Presentation, Instructor-Student Interactions, Collaborative Learning Activities, Lesson Implementation, Instructional Materials, and Student Responses.
  - Customizable (users choose from among ~80 items, recommend  $\leq 20$  items for an observation)
  - Full Word version also available to download

The sections of the protocol are available at <http://teachingprotocol.oia.arizona.edu/>.

## Evaluation of Teaching

The Peer Review of Teaching protocol can be used for evaluation of teaching; e.g., for annual reviews and promotion and tenure. (Current UA Promotion and Tenure guidelines include a review of teaching portfolios; evaluation of teaching is part of those portfolios.)

Recommended guidelines for using the protocol for evaluation of teaching:

- Department faculty members agree on which Classroom Observation Tool items will be used for all teaching evaluations in that department.
- Reviewers are tenured faculty members (where possible).
- Reviewers consciously strive to set aside any biases; e.g. those related to gender, ethnicity, and teaching style. For more information on unconscious bias, see [http://diversity.arizona.edu/sites/diversity/files/hidden\\_unconscious\\_bias\\_a\\_primer.pdf](http://diversity.arizona.edu/sites/diversity/files/hidden_unconscious_bias_a_primer.pdf). For information on how faculty gender and race impact teaching experiences, see [http://www.crlt.umich.edu/publinks/CRLT\\_no19.pdf](http://www.crlt.umich.edu/publinks/CRLT_no19.pdf).
- Pre- and post-observation meetings are still held, to prepare for and debrief classroom observations.
- More than one class session is observed to provide a more reliable sense of the candidate's overall teaching quality. (Alternatively, more than one reviewer can observe different class sessions.)
- Reviewer prepares a letter addressed to the department head that summarizes the candidate's strengths and areas that need development, citing specific examples from the class observations.
- The instructor is also given a copy of the letter, and has an opportunity to write a response to the department head if so desired.
- The following questions can be used as a guide for preparing the summary letter:
  - What is the class that was observed (level, format, content)?
  - How many class sessions were observed and how many observers collaborated on this review?
  - What did the instructor do during the class sessions to engage students in learning important content? How could the instructor have improved student engagement?
  - What did the instructor do during the class sessions to assess students' understanding of important content (informally or formally)? How could the instructor have improved student assessment?

OIA personnel are available to consult with department heads and members of P & T committees in using the Peer Review of Teaching Protocol for evaluation of teaching. Please contact Ingrid Novodvorsky ([novod@email.arizona.edu](mailto:novod@email.arizona.edu) or 626-4187).