**Department of Molecular Biosciences Peer Teaching Assessment**

Name, Rank and Title of Instructor:

Name, Rank and Title of Evaluator:

Course: Date of Observation: Date of Debrief:

**Overview**

**1.1 Executive Summary**

*Summary of strengths and opportunities noted, impressions of overall classroom climate, and* ***constructive & actionable*** *advice should be included in this section.*

**1.2 Class Description**

*Description of class, including the student population served, the size and setting of the class, and where this class fits in the students' program of study.*

**Course materials**

**2.1 Syllabus**

*The syllabus includes all state-required information. It also includes university-recommended information, uses supportive language and policies, and encourages student engagement and active learning.*

**2.2 Course objectives**

*The course objectives and learning goals are clear and consistent with students’ background and preparation.*

**2.3 Formal Assessments**

*Formal assessments in the class are consistent with instructional objectives (homework, lab sheets, tests, quizzes, etc.). Provide 1-2 examples of questions on formal assessments and include remarks on the depth of learning required for successful completion of the question(s).*

**2.4 Resources**

*Resources selected for the class (e.g. demos, PowerPoints, lecture capture, required readings) enhanced the instruction. Internet materials (if assessed) are web-accessible and easy to use.*

**Environment, Structure, and Implementation**

**3.1 Organization**

*The instructor’s activities were well-organized, were structured, and made good use of time.*

**3.2 Engagement**

*The instructor employed active learning strategies appropriate for the size and structure of the class. Students were on task throughout the class, engaged in learning and were free to ask questions.*

**3.3 Informal Assessment**

*The instructor took advantage of opportunities to gauge student understanding (asking questions, classroom response system, quizzes, etc.) during instruction or class time.*

**3.4 Teaching All Learners**

*The instructor demonstrates awareness of the range of their students’ experiences and designs their course accordingly (e.g. learning goals are clearly stated; students have opportunities to demonstrate mastery in multiple ways; effort is made to reduce unnecessary barriers to access and participation; classroom disruptions, if they exist, are handled with sensitivity; rubrics are used to communicate expectations; materials used during class time were equally usable by all students, students have opportunities to assess their own progress; instructor utilizes Universal Design for Learning guidelines in course design, etc.).*

**Content, Significance, and Connections**

**4.1 Alignment**

*The instructor chose content that was in alignment with stated learning objectives and appropriate for the level of the course.*

**4.2 Connections**

*The instructional strategies and activities used clearly connected to students’ prior knowledge, experience and incorporated prerequisite course knowledge, content and/or skills.*

**4.3 Accuracy, Depth and Mastery**

*The instructor delivered content that was accurate, was presented to a level of depth appropriate for the course and demonstrated mastery of the course material.*

**4.4 Significance and Relevance**

*The instructor made the significance of the material explicit by drawing appropriate connections to other areas of learning or to other disciplines, or by bringing up the topic’s role in history, current events, or applications.*

**4.5 Consideration of Previous Feedback**

*The instructor incorporated feedback from previous peer evaluations and/or student CES. Describe the measures taken and if/how it has changed and/or improved the course.*

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Signature (Observer) Signature (Instructor)