

USC-CMCIS School of Library and Information Science
Peer Review Rating Form –9.14.15

Faculty Name:

Date of Review:

Course Name and Number:

Faculty Reviewers and Rank:

Peer Review Rating Score Using T&P Criteria (5 being highest and 1 being lowest score)

Criteria

f2f	Blended F2f/ online	Online	Comments
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1.Instruction (Instructor’s Role/Teaching Effectiveness)				
___ Was the instructor well-prepared for class?				
___ Does the method of teaching seem appropriate and effective for the material?				
___ Were the lessons well-integrated, organized, and logical and the teaching strategies effective in meeting the goals for the lesson?				
2.Content (Instructional Design and Presentation of Materials on-campus or online): Aesthetics; Navigation (Internal Organization and Consistency); Presentation/style (Clarity); Helpfulness				
___ Does the instructor exhibit mastery of the content?				
___ Does the material relate to the syllabus and the goals/learning objectives of the course?				
___ Does the instructor emphasize conceptual grasp of material, incorporate recent developments in the field, and relate the material to real-world applications?				
3.Instructor-student interaction: Student Orientation to the website; I instructor information; syllabus, learning strategies, goals, objectives, outcomes; instructional materials; course resources; assessment and evaluation/measurement; class atmosphere				
___ Was the instructor effective in facilitating inclusive class discussion? Were instructions and guidelines made clear?				
___ Did the instructor’s presentation style (quality of voice, audibility) show enthusiasm for teaching? -For the subject?				
4.Responsiveness to Learner Needs:				
___ Availability of contact information for technical support?				
___ Availability of required or recommended resources?				
___ Are systems in place to facilitate access to course expectations and requirements?				
___ Were student questions handled effectively by the instructor?				
___ Was the instructor sensitive to student confusion or difficulty in understanding?				
5.Student Behavior in Learning Environment:				
___ Were students attentively engaged and actively involved?				

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General Comments: (Use additional sheets if needed)

- *Have the syllabus, lesson learning objectives, and other class materials (course outline, class plan etc.) been made available to you, the reviewers, in a timely and responsive fashion?*

- *What did you like most about this class and/or the instructor's approach, class management style, atmosphere, and demeanor?*

- *What are the implications of observed student behaviors for the instructor?*

- *Did you learn anything in the pre- or post-observation sessions that influenced or modified your responses?*

- *Any specific suggestions for improvement or continuance of approach or style that you may think will be effective?*

Please use the language of the Tenure and Promotion Teaching Criteria in writing your review:

(5) Outstanding:	Teaching is particularly noteworthy in terms of criteria.
(4) Excellent:	Teaching is overall strong and positive in terms of criteria and student response.
(3) Good:	Teaching is overall positive with some indication of areas for improvement in terms of criteria.
(2) Fair:	Teaching demonstrates the need for feedback, mentoring, and improvement in some areas in terms of criteria.
(1) Unacceptable:	Teaching is unsatisfactory in terms of criteria.
Comments to help clarify <ul style="list-style-type: none"> • N/A - Not applicable • Difficult to evaluate from one class session 	

Observers/reviewers signature(s) and date:

Instructor: I have read and I accept this Peer Review:

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