Instructor Feedback Review Formative Peer Review of Teaching Form

*Reminder: Please omit student names and other identifiable information from your teaching artifacts before sharing them with the reviewer.*

|  |  |  |
| --- | --- | --- |
| **Instructor’s Name**: | **Course**: | **Term**: |

Choose One of the Following

| Feedback on Student Work | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Feedback provided to student is clear.**  Look for: The feedback provided makes clear why points were deducted; The feedback references the assignment instructions, expectations, and grading rubric (as applicable); The reviewer, though not a member of the class, can understand the feedback provided to the student; Handwritten feedback is legible and is not written in cursive. |  |  |  |  |
| *Comments...* | | | | |
| **Feedback propels student forward.**  Look for: Feedback is actionable and can be applied immediately (as applicable) or on the next activity; The feedback demonstrates the expected professional / disciplinary norms and future student roles; The student is required to respond to the feedback or show how they applied the feedback in the next activity. |  |  |  |  |
| *Comments...* | | | | |
| **Feedback is supportive and constructive.**  Look for: Feedback is positioned as growth-oriented; The tone of the feedback conveys care and makes clear expectations of when and where the student is expected to utilize the feedback; The feedback encourages the student to visit available resources (e.g., Tutoring, Library), sets clear expectations for the visit, and requests a debrief from the student on their visit. |  |  |  |  |
| *Comments...* | | | | |
| **Feedback is consistent and accurate.**  Look for: Feedback consistency within a single student’s document; Feedback consistency across multiple students’ documents; Feedback accuracy both within a single document and across student documents. |  |  |  |  |
| *Comments...* | | | | |
| **Amount of feedback is manageable for student and instructor.**  Look for: The amount of feedback provided to the student is sufficient to the student’s understanding and progress; The amount of feedback provided to the student is not overwhelming to the point of being inactionable; The amount of feedback being composed by the instructor is manageable given the size of the class; Feedback that is repeated frequently may be better served as whole-class feedback; Instructor may benefit from a template of frequent feedback that can be copy/pasted for efficiency and time saving. |  |  |  |  |
| *Comments...* | | | | |

This form is non-evaluative and is intended to guide your peer review by providing a recommended list of what to look for in course materials. The tables can be edited to include additional rows and criteria based on your academic unit’s needs.

Choose One of the Following

| Additional rows | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Description**  Long description here |  |  |  |  |
| *Comments...* | | | | |
| **Description**  Long description here |  |  |  |  |
| *Comments...* | | | | |
| **Description**  Long description here |  |  |  |  |
| *Comments...* | | | | |

### Review: Overall Comments

|  |
| --- |
| *Space for overall comments on what is working well, recommended small changes, and suggested revisions…* |

|  |  |  |
| --- | --- | --- |
| **Reviewer’s Name**: | **Department**: | **Date**: |

Reminder: The formative, development-focused peer review of teaching is confidential. Please, do not distribute this review to others. Schedule your post-conference with the instructor receiving this review and present this form during your meeting. Thank you.

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