

Peer Visitation Feedback Rubric

Skidmore College

The rubric is not meant to be an evaluative instrument but a tool for providing feedback to peers for classroom visits. There are five teaching categories:

- Classroom climate
- Organization and pace of session
- Promoting student understanding and retention
- Providing student evaluation and feedback
- Promoting self-directed learning

Associated with each category are questions that address key components of each of the categories. These questions can help peer visitors anchor their observations and provide a focus for follow-up debriefing conversations. Not all sessions will address all key components, and not all questions will pertain to the observed teaching encounter. The tool is designed as a method to standardize and focus observations during peer visitation and provide a starting point for conversations regarding teaching quality during mentoring conversations before and after visitation.

Rubric adapted from Stanford Faculty Development Center's Educational Categories for Clinical Teaching (http://sfdc.stanford.edu/clinical_teaching.html)

Teaching Category: Classroom Climate

This category addresses overall climate in the classroom including the degree to which the environment is welcoming, there are opportunities for challenge, and adequate support for acknowledging and dealing with limitations.

To what extent does the teacher demonstrate enthusiasm (both verbally and nonverbally) for the topic and students?	
How is respect for and inclusion of students demonstrated? (e.g., using student names, inviting all students to participate, providing adequate opportunities for participation)	
How does the teacher demonstrate openness to divergent opinions/thoughts?	
How are limitations acknowledged? Does the teacher admit one's own mistakes and limitations? Are students invited to bring up difficulties?	
How does the teacher give students the opportunity to push themselves intellectually and behaviorally? Is the climate supportive of risk taking in response to challenge?	
Other comments related to Classroom Climate:	

Teaching Category: Organization of Session

This category addresses to the degree to which the teaching interaction is focused, goal directed, and well-paced.

To what extent are the session goals relevant to overall course learning objectives?	
Was the teacher conscious of time in the context of the session's agenda and goals?	
To what extent did the teacher assess student learning needs as they related to the pace of the session?	
Were the session topics and goals adequately covered?	
Other comments related to Organization of the Session:	

<p align="center">Teaching Category: Promoting Student Understanding and Retention</p> <p align="center"><i>This category addresses the teacher's approach to explaining content, having students meaningfully interact with that content, and promote understanding and remembering of content.</i></p>	
What is the evidence that the teacher is appropriately prepared for the class session?	
What type of pedagogical methods did the teacher use to introduce and reinforce the content? How effective were the chosen methods?	
To what degree was the material clearly presented? (e.g., use of examples, provision of clear definitions, answering questions directly and effectively)	
In what ways was integrative learning reinforced? (e.g., making explicit connections in material, asking students to make connections with other knowledge or experiences)	
Other comments related to Promoting Student Understanding and Retention:	
<p align="center">Teaching Category: Providing Student Evaluation and Feedback</p> <p align="center"><i>This category addresses the process by which the teacher assesses the acquisition of session material and provides feedback about performance.</i></p>	
Does the teacher effectively use various types of questions such as recall, synthesis, and/or application? Does the teacher wait an appropriate amount of time for response?	
How does the teacher hold students accountable? (e.g., providing direct feedback about accuracy, explaining why answers are correct/incorrect, providing suggestions for improvement, encouraging feedback)	
Other comments related to Providing Student Evaluation and Feedback:	
<p align="center">Teaching Category: Promoting Self-Directed Learning</p> <p align="center"><i>This category addresses the degree to which the teacher motivates students to take charge of their own learning.</i></p>	
Does the teacher provide opportunities for students to pursue chosen topics?	
To what extent are students encouraged to follow up with the teacher outside of class?	
How does the teacher model the use of resources for lifelong learning? For example, discussion of one's own scholarship or creative work?	
Other comments related to Promoting Self-Directed Learning:	

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