

**DEPARTMENT OF MUSIC**

**College of Fine, Performing and Communication Arts**

**PEER EVALUATION OF TEACHING**

Peer Evaluation of Teaching is a formative, non-punitive process by which colleagues assist colleagues by evaluating teaching. Its primary goal is to enhance student success through improved teaching effectiveness. In addition, the process may also enhance each faculty member’s professional development.

Evaluations should be conducted in the second, fourth, and tenth year of a faculty member’s WSU teaching. Faculty, however, may also request a peer evaluation at other times. The Promotion and Tenure Committee of the Department of Music both initiates and oversees the peer evaluations of teaching at the appropriate time periods.

The **peer evaluation is confidential**, between the evaluator and the faculty member being evaluated. Peer Evaluation reports will not be provided to Chairs, Deans or other administrators. They will not be part of either the Promotion and Tenure process or the annual Selective Salary process.

At the beginning of the Fall Term, the department chair informs the faculty member(s) that he/she is due for a peer evaluation. At that time, faculty not required to undergo peer evaluation may also request a non-mandatory review. Faculty members will choose their peer evaluator based on their perception of who will best assist them to enhance student success. Potential peer evaluators may be, for example, a faculty content expert or an experienced teacher.

The peer evaluation of teaching takes place in a physical or online setting: classroom, rehearsal area, studio, lab, or related teaching site, that is appropriate to the style of teaching practiced by the faculty member being evaluated. In general, the class session selected for observation should be one that illustrates the range of teaching skills used in that class.

**PEER REVIEW OF TEACHING SUGGESTIONS FOR REVIEWEES**

**Before the Pre-observation Meeting**

1. Contact your choice of observer and schedule a time and date for the face-to-face pre-observation meeting.
2. If you haven’t already, think of some learning outcomes for your course, and write them down.
3. Record any areas where you think you can improve your teaching, and prepare to discuss these with the observer.
4. Compile some teaching materials that you think reflect your teaching style, and the overall direction of the course. Examples may include:

- An exam or course project

- A sample homework set

- Sample lecture notes or visual aids (PowerPoint, etc…)

**During the Pre-observation Meeting**

1. Discuss any areas you think your teaching could improve: ask the reviewer to focus on these areas.
2. Discuss any other teaching issues with the observer, and your goals for how the observer can help you.
3. State any specific instruction methods you use (active learning, flipped classroom, etc…), and explain how you work the method into your lesson.
4. Discuss your learning outcomes with the observer.
5. Give the observer some background information regarding your students’ prior experiences, such as previous courses and school standing (freshmen, sophomore, etc…).
6. Alert the observer to any concerns you have about the peer review of teaching process.

**During the Classroom Observation**

1. Introduce the observer to your students, and explain his/her role in your class. Be sure that your students understand that the observer his here to observe your teaching, and not the students.
2. Teach your class.

**PEER REVIEW OF TEACHING SUGGESTIONS FOR OBSERVERS**

**Before the Pre-observation Meeting**

Agree on a mutual time and location.

**During the Pre-observation Meeting**

1. During the pre-observation meeting, your goal is to develop a rapport with the faculty member, learn about his/her teaching philosophy and goals for the interview. To accomplish this, you may want to ask the following questions:
2. What are your goals for the teaching observation? What areas of your teaching do you want me to focus on?
3. What are your learning objectives for the class?
4. What strategies or methods will you use to help your students achieve the learning objectives?
5. How will you assess what your students have learned during this class period?
6. Is there any other information that would be helpful for me to have prior to reviewing the class, such as relevant student background, relevant course history, previous experience with peer review, etc…
7. Do you have any concerns about the process?
8. What would you like to know about me?

**During the Classroom Observation**

1. Review notes from the pre-observation meeting.
2. Arrive to class early, and sit in an area agreed upon by you and the instructor being reviewed.
3. When observing the instructor, pay close attention to the aspects of teaching that the instructor noted as areas for improvement.
4. Use the **Peer Review of Teaching** **Classroom Observation Guide** to focus on what to look for when observing another faculty member’s teaching.

**After the Classroom Observation**

It is beneficial to the faculty member being reviewed if any notes taken during the observation are typed and distributed to the faculty member. Complete and sign the **Classroom Observation Report Form.**

**During the Post-observation Meeting**

1. Invite the instructor being reviewed to discuss how things went.
2. Communicate your observations and reflections with respect to the goals/issues you and the faculty member discussed in the pre-observation meeting. Start with anything positive you noted during the observation.
3. Be sure to provide constructive and supportive feedback.
4. Give the **Classroom Observation Report Form** to the faculty member being evaluated.
5. Inform the Chair of the Department that the evaluation has been completed and the completion date. No other information will be available or required.