



## Checklist of Procedures for Peer Review of Librarian's Class

### Teaching Librarian:

#### BEFORE CLASS:

1. Schedule class with reviewer.
2. Give reviewer: Title of class; Course number, department, and faculty name (if course-related instruction); goals and objectives of class; outline & handouts; indicate your role in developing them; other relevant information.
3. You may wish to meet with reviewer to discuss class goals, objectives, and materials.

#### DURING CLASS:

1. Mention to faculty member that another librarian is attending; mention to students that you have a guest.
2. Teach as usual.
3. Distribute [student evaluations](#); ask students to return them to reviewer.

#### AFTER CLASS:

1. Meet with reviewer to give your own informal assessment of class.
2. Go over report with reviewer. If you wish, you may add your comments.

### Reviewer:

#### BEFORE CLASS:

1. Schedule class with teaching librarian.
2. Review all information from teaching librarian; review *Evaluation Guidelines for Reviewers*, *Peer Review of Teaching Worksheet*, and *Guidelines for Peer Review Report*.
3. You may wish to meet to discuss class goals, objectives and materials.

#### DURING CLASS:

1. Attend class; be on time; sit out of the way.
2. Use the *Peer Review of Teaching Worksheet* to assess and describe the class; *Evaluation Guidelines for Reviews* will suggest things to look for.
3. Get evaluations from students.

#### AFTER CLASS:

1. Meet with teaching librarian for informal assessment of class.
2. Write report based on review of materials, class session and student evaluations.
3. Meet with teaching librarian to discuss the report.



## Evaluation Guidelines for Reviewers

The reviewer(s) will attend the entire class. The report should address the following:

### Organization:

- Goals and Objectives are well developed.
- Content of class is consistent with stated goals and objectives.
- Material is worth knowing and presented accurately, logically, creatively, thoroughly.
- Content is appropriate to level of students.
- Instructional method(s)\* are appropriate for students and subject of session.
- Handouts and/or teaching aids are well designed (if developed by the teaching librarian).
- Good division of labor (for team-taught sessions)

\*Including but not limited to: Lecture; question-and-answer; demonstrations of online resources; use of AV materials (e.g. overheads, posters, video- or audiotapes); class exercises; hands-on practice of online resources.

### Presentation/Performance:

- Teaching librarian states objectives clearly at beginning of presentation; motivates students to learn library/information literacy.
- Presentation of content: makes smooth transitions, gives good explanations and appropriate examples, uses proper emphasis and reiteration.
- Teaching style: speaks clearly at a suitable pace and can be heard, avoids distracting nonverbal behavior, maintains eye contact.
- Listens to questions and responds to them, encourages participation.
- Projects enthusiasm, openness, a command of material.
- Shows sensitivity to audience, makes adjustments if necessary.
- Interacts positively with co-teacher (for team-taught sessions).

**Description** -- Write your thoughts on the following as appropriate: Physical environment, teaching librarian and student interaction, instructional methods used, significant statements and exchanges.

**Reflections** -- Write your thoughts on the following as appropriate: Things that stood out, high quality aspects, suggestions to make, potential areas for development.



Peer Review of Teaching Worksheet

Teaching Librarian: \_\_\_\_\_

Reviewing Librarian: \_\_\_\_\_

Course Number/Title of Session: \_\_\_\_\_

Date of Session: \_\_\_\_\_

Audience: \_\_\_\_\_ Number of students: \_\_\_\_\_

\_\_\_\_\_ Undergraduate Students \_\_\_\_\_ Graduate/Professional Students

\_\_\_\_\_ Faculty/Staff \_\_\_\_\_ Other

Rate the teaching librarian on the following scale: 5= Excellent
4 = Good
3 = Neutral
2 = Marginal
1 = Poor

Organization:

Table with 6 rows and 6 columns. Rows include: Goals and Objectives well developed, Content of class consistent with stated goals and objectives, Material worth knowing and presented accurately, logically, creatively, thoroughly, Content appropriate to level of students, Instructional method appropriate for students and subject of session, Well-designed handouts and/or teaching aids (if developed by the teaching librarian), Good division of labor (for team-taught sessions). Columns are numbered 5 to 1.

**Presentation/Performance:**

States objectives clearly at beginning of presentation; motivates students to learn library/information literacy.	5	4	3	2	1
Makes smooth transitions; gives good explanations and appropriate examples; uses proper emphasis and reiteration.	5	4	3	2	1
Speaks clearly at a suitable pace and can be heard; avoids distracting nonverbal behavior; maintains eye contact.	5	4	3	2	1
Listens to questions and responds to them; encourages participation	5	4	3	2	1
Projects enthusiasm, openness, a command of material.	5	4	3	2	1
Shows sensitivity to audience; makes adjustments if necessary.	5	4	3	2	1
Interacts positively with co-teacher (for team-taught sessions).	5	4	3	2	1

**Description:** *Physical environment; teaching librarian/student interaction; teaching methods; significant statements and exchanges.*

**Reflections:** *Things that stood out; high quality aspects; suggestions to make; potential areas for development.*



## Guidelines for Peer Review Report

The Peer Review of Teaching report is to be written drawing on the materials for and about the class supplied to the reviewer by the teaching librarian; it should also draw on the classroom observations and on the student evaluations for that class period. The report should be no more than two pages, and should be signed by the reviewing librarian. It should address the following but may be organized in any fashion.

### **Background:**

Brief description of class topic and content; the goals, objectives, and overall plan for the class, and materials supplied by the teaching librarian. This background draws on the pre-class information and/or discussion with the teaching librarian. Note anything significant about the class and the preparations for it.

### **Observation:**

Describe what occurred during the class, especially activities and behaviors on the part of students and the librarian that indicate the quality of effectiveness of the teaching. Draw from the descriptions you recorded on the *Peer Review of Teaching Worksheet*. Describe whether the teaching librarian met the goals and objectives, and the effectiveness of the instructional materials (handouts, web pages, etc.).

### **Evaluation:**

Synthesize and assess the background materials; the ratings, class observations, and reflections from the Worksheet; the student evaluations; and insights from the meeting with the teaching librarian after the class. Evaluative comments should be made here with specific examples that relate to the activities in the *Evaluation Guidelines for Reviewers*. Note things that stand out as significantly high quality and suggest areas for further development.

### **Distribution:**

Only the teaching librarian should receive the final draft of the report. He or she may place a copy in Section 4 of the OSUL personnel file, if desired.

The report may be included as part of a librarian's [teaching portfolio](#).