*Levels of mastery:**DEV = Developing; ACC = Accomplished; EX = Exceeds Standards*

**Format & Tone:** The letter is intended for individual improvement.

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| Criteria | DEV | ACC | EX |
| 1. Letter is formal, polished and addressed to the colleague; includes full contact information of peer reviewer. |  |  |  |
| 1. Letter projects a professional and collegial tone. |  |  |  |
| 1. Writing is formal, constructive, objective, and polite. |  |  |  |
| 1. Writing is concise, logically organized, and easy to follow. |  |  |  |
| 1. Writing uses appropriate level of academic terminology regarding  teaching. |  |  |  |
| 1. Content facilitates the colleague’s reflection on his or her own teaching  practice (e.g., questions, “when‐then”, “what if”). |  |  |  |

**Detailed Description:** Letter conveys a clear sense of the teaching session.

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| Criteria | DEV | ACC | EX |
| 1. Clarifies observation context: e.g., class title and format, date and location of observation. |  |  |  |
| 1. Provides brief overview and sequence of observed session (e.g., 1‐2 paragraphs). |  |  |  |
| 1. References examples of specific learner‐centered features of instruction (e.g., how lesson was taught based on needs of students, how students were engaged in learning, how learning was assessed). |  |  |  |

**Constructive Feedback:** Letter is tailored to the colleague’s teaching and is aimed for improvement.

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| Criteria | DEV | ACC | EX |
| 1. Feedback is relevant for the colleague and their discipline.  Avoids language such as “If I were teaching this course, I would…”. |  |  |  |
| 1. All feedback is supported by specific evidence/examples from the observation. |  |  |  |
| 1. Analyzes multiple aspects of the observed class period (e.g.,  Lesson organization, presentation skills, instructor/student interactions, active/collaborative learning, instructional materials, assessment of learning). |  |  |  |
| 1. Personal preferences or experiences are used sparingly (e.g., “I liked it when...”, “If I were teaching...”). |  |  |  |

**Grounding in Scholarship of Teaching and Learning (SoTL):** Letter is grounded in a scholarly approach to teaching and learning.

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| Criteria | DEV | ACC | EX |
| 1. Outlines areas and options for improvement based on evidence‐based, learner‐centered practice. |  |  |  |
| 1. Engages with and may reference meaningful theories, practice perspectives, and resources where relevant to observation. |  |  |  |
| 1. Uses vocabulary of SoTL in accessible manner. |  |  |  |

**Comments:**