

Peer Teaching Rating Scale – Elementary Level*

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By Sandra Fultz and Lynley Harrison, with Sara Fabick and Sr. Ginny Flowers

SKILL	EMERGING	DEVELOPING	FLUENT
<p>P</p> <p>PLANNING for teaching: deciding scope and sequence of content and assessment ideas appropriate to achievement levels/age of learners; peer tchr. knows content</p>	<p>Vocalizes and/or diagrams ideas on a topic; can decide on a single topic though likely lacks knowledge required to teach it. Needs teacher assistance.</p>	<p>Independently chooses appropriate topic of interest; gives reasons for choice; needs teacher help to focus it. Understands how to introduce the topic to peers but likely needs help to break the topic down.</p>	<p>Knows topic and why it is good for peers to learn; can select a single concept to teach. Plans ways to get majority of learners involved in topic. Anticipates learner questions, expansions, discussion.</p>
<p>O</p> <p>ORGANIZING for instruction: practicing skills and presentations; gathering or making materials, demo items, power point slides, etc.; anticipating learner responses, participation</p>	<p>Requires direct help from teacher to focus and write down the concept for tchg., list tchg. steps and materials; needs reminders to gather materials.</p>	<p>Prepares a rough outline and has some materials ready; shows some sense of sequencing. Needs teacher help to refine plans, find other materials, draft assessment ideas, anticipate learner responses, plan for time limitations, pacing.</p>	<p>Prepares thoughtfully for the presentation; knows what topic is about and how to engage learners with it. Creates or finds materials and shows plans for assessing learning. Shows plans for motivating learner interest and closing lesson.</p>
<p>L</p> <p>LEADING others through the learning process: demonstrating skills, asking questions, giving appropriate responses; guiding learning without doing work for learners or giving answers</p>	<p>Some teacher assistance required during presentation: teacher carries most of the load, leads student teacher through prompting. Teacher does most of the talking.</p>	<p>After conferring with teacher, student does most of the talking, demonstrating: asks appropriate questions of learners; treats learners with respect. Teacher sometimes prompts peer engagement when student teacher “tells instead of teaches.”</p>	<p>Student exhibits confidence with content and demonstrations. Uses clear voice and good body language. Leads or coaches peers through the content; shows appreciation for learners’ achievements.</p>
<p>A</p> <p>ASSESSING learning: asking questions or making observations to check learner achievement; asking learners to demonstrate new skill; reinforcing learning appropriately</p>	<p>Inconsistently responds to peer comments or queries, or requires teacher prompting to do so; limits questioning to a few in the group; needs help giving hints or reinforcers; exhibits weak knowledge of content</p>	<p>Asks specific content-related questions to check learning; gives clues, prompts, or hints; reinforces correct answers, skill mastery; gives/shows expected answers or skills at the end of the segment or lesson</p>	<p>Asks questions to assess understanding. Reinforces peer responses clearly and appropriately; reinforces learner approaches toward mastery as well as accomplishment; repeats or adjusts information as needed; is clear and consistent.</p>
<p>R</p> <p>REFLECTING on the instructional process: self-eval.; deciding what to change for next time; learning from observing others teach</p>	<p>Student reflects on the experience only when teacher requires it. Can recall some details of teaching situation with prompting; finds at least one positive and one thing to change next time</p>	<p>Reflects on experience in a balanced way. Recalls some strengths and weaknesses in teaching process. Plans improvements with teacher help. Recognizes own strengths as positive.</p>	<p>Student “grades” own teaching in detail; can write down realistic ideas about how to improve teaching next time. Reflects pride in teaching strengths. Learns about teaching from observing others.</p>

*Whole-class teaching time expectations: 10-15 sec. in grades K-1; 2-3 minutes in grades 2-3. Tutoring or group-work can be longer.