**Peer Review of Teaching Appendices**

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**Appendix A: Statement of Purpose for Peer Review of Teaching**

**Peer Review of Teaching Guide**

Faculty of Arts

The University of British Columbia

http://www.arts.ubc.ca/files/2012/09/Faculty-of-Arts-Peer-Review-of-Teaching-Guide-May-20131.pdf

Peer review of teaching is a well-established practice at UBC whose key purposes and benefits, as identified by the 2009 PRT Report, include:

* Contribution to reflection on teaching and professional development of faculty members.
* Increased awareness of the value of teaching within the university.
* Positive impact on the quality of teaching and student learning.
* Enhanced evidence beyond student evaluations of teaching to support assessment of teaching for decision making purposes (such as reappointment, tenure and promotion; teaching award nominations; etc.).

Peer review of teaching practices serve two main functions:

* summative PRT provides evaluative and comparative information for faculty members about the effectiveness of their teaching practice for decision-making purposes, including re-appointment, promotion and tenure as stipulated in the Guide to Reappointment, Tenure and Promotion Procedures at UBC 2012/13 [hereafter ‘UBC Guide’], and the UBC Collective Agreement.
* formative PRT has as its focus the professional development of teaching through periodic collegial mentoring of instructors by colleagues.

This document is designed as a resource identifying suggested best practices to assist units in conducting fair and rigorous peer reviews by outlining exemplary elements and practices of PRT that units may adopt and adapt for their PRT policies and procedures. The following sections 3-7 focus on the elements of summative peer review, and section 8 provides some suggestions for formative PRT.

**Appendix B: Writing Goals**

**Goals of Summative Peer Review**

UBC Okanagan University

Peer Review

http://www.ubc.ca/okanagan/ctl/support/peerreview.html

* To assess a faculty member's abilities as an instructor in order to maintain institutional standards.
* To assess a faculty member's abilities as an instructor for the purpose of promotion.
* To diversify the course evaluation process beyond the student evaluation questionnaire.

**Purposes of Peer Teaching Evaluation**

University of Washington

School of Dentistry

http://dental.washington.edu/wp-content/media/restorative/DPTERCGuidelines2010\_0928.pdf

The Development/Peer-Teaching Evaluation Review Committee (DPTERC) was created to fulfill 2 basic needs for faculty members seeking development or promotion.

\*First, the committee will provide the Restorative Dentistry (RESD) chair with feedback about a faculty member’s scholarly development, progress toward promotion, and the quality of promotion documents and CV. The chair can use this information to guide and help the faculty member.

\*Second, the committee will fulfill the requirement of the School of Dentistry APT document that a formal evaluation of the faculty member’s teaching be provided to the Department Chair and APT committee in the year of promotion.

**Appendix C: Sample Standards and Criteria for Review**

**Dimensions of Teaching**

University of Adelaide, Australia

http://www.adelaide.edu.au/teachingprojects/peerreview/peerReviewReport\_part2\_appendices.pdf

**Dimension 1: Students are actively engaged in learning**

**Indicative teaching strategies for demonstrating this dimension may include:**

* fostering a supportive, non-threatening teaching/learning environment
* encouraging students to express views, ask and answer questions, and allow time and opportunity for this to occur
* using questioning skills which encourage student engagement
* providing immediate and constructive feedback where appropriate
* demonstrating enthusiasm for teaching and learning
* (for smaller groups) fostering extensive interaction
* (for very large groups) presenting in such a manner as to achieve maximum engagement

**Dimension 2: Students’ prior knowledge and experience is built upon**

**Indicative teaching strategies for demonstrating this dimension may include:**

* being fully aware of and/or determining students’ prior knowledge and understanding
* building on students’ current knowledge and understanding, and taking them conceptually beyond this level
* where appropriate, using and building upon student contributions and preparation

**Dimension 3: Teaching caters for student diversity**

**Indicative teaching strategies for demonstrating this dimension may include:**

* demonstrating an appreciation of the different levels of knowledge and understanding in a group
* addressing, as appropriate, different learning needs and styles within the group
* focusing on building confidence, enthusiasm and intrinsic motivation
* fostering students’ responsibility for their own learning, encouraging them towards being self-directed learners, (as distinct from teacher-directed learners)
* using appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic (where simple transmission of knowledge is  needed)
* recognizing, at times, the need for teacher-directed strategies such as explaining, and being able to implement these effectively
* exercising balance between challenging and supporting students
* designing activities/tasks that allow students of differing abilities to participate/engage and demonstrate/enhance their learning
* providing examples or opportunities for discussion that cater for cultural diversity

**Dimension 4: Students are encouraged to develop/expand their conceptual understanding**

**Indicative teaching strategies for demonstrating this dimension may include:**

* helping students bridge the gap between their current conceptual understanding and the next “level”
* helping students become aware of what the next levels are
* encouraging students to become self- directed learners by using the “lecture”/presentation as the stimulus for individual study/learning
* challenging students intellectually e.g. by extending them with question/answer/discussion components where students’ conclusions must be justified to the teacher and peers. This usually involves questions such as “What do you think is going on”; “Why”; “What if...?” etc.
* encouraging students to internalize or “construct “ their individual conceptual understanding (ultimately the learner must be responsible for his/her own learning)
* encouraging deep (intrinsic) rather than surface (extrinsic) approaches to learning
* working cooperatively with students to help them enhance understanding
* clearly demonstrating a thorough command of the subject matter

**Dimension 5: Students are aware of key learning outcomes**

**Indicative teaching strategies for demonstrating this dimension may include:**

* ensuring students are progressively aware of key learning outcomes
* focusing on learning outcomes at key points in the presentation
* ensuring a synthesis of key learning outcomes is emphasized towards the conclusion of the session so that individual student follow-up work is well focused
* encouraging each student to accept responsibility for learning issues to follow-up and consolidate
* ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate

**Dimension 6: Actively uses links between research and teaching**

**Indicative teaching strategies for demonstrating this dimension may include:**

* emphasizing, where appropriate, links between research outcomes and learning
* using research links appropriately, given the level of student conceptual development
* raising students' awareness of what constitutes research

**Dimension 7: Uses educational resources and techniques appropriately**

**Indicative teaching strategies for demonstrating this dimension may include:**

* using IT techniques effectively, eg PowerPoint or multimedia presentations of a professional standard using, as appropriate, a balance of IT and other strategies
* using available classroom resources to support student learning effectively
* supplying resources, materials and literature to support student learning
* using specific educational strategies and techniques in the design and delivery of teaching sessions, to achieve key objectives

**Dimension 8: Presents material logically**

**Indicative teaching strategies for demonstrating this dimension may include:**

* providing an early brief structural overview of the session
* developing this structure in a coherent manner, ensuring students are constantly aware  of the development of the session
* providing time for reviewing at key stages, including closure
* establishing closure, aiming at helping students draw together and understand major  issues and identify individual learning needs and short-comings

**Dimension 9: Seeks feedback on students’ understanding and acts on this accordingly**

**Indicative teaching strategies for demonstrating this dimension may include**:

* seeking feedback progressively during the session eg through constant observation of interest level and engagement and by using specific questions to test understanding
* modifying the presentation to accommodate feedback messages
* seeking feedback towards the conclusion of the session to assist student to determine  individual work to be consolidated

**Appendix D: Addressing Standards**

**Defining Teaching Expectations**

Guiding Principles for Quality Peer Review of Teaching.

UNC Eshelman School of Pharmacy.

Retrieved from https://pharmacy.unc.edu

All teaching faculty at the UNC Eshelman School of Pharmacy are expected to meet basic teaching competencies. Assessment of these competencies includes consideration of (1) student activity and achievement, (2) instructor attributes (3) instructor-student interactions, and (4) instructional methods and materials (Palmer & Collins, 2006; Chickering & Gamson 1987), with evidence drawn from a variety of sources (e.g. self, student and peer review and evaluation). The process of defining, documenting and assessing whether faculty meet basic teaching expectations should be developmental to the individual instructor, viewed as continuous progression (i.e., formative assessment of teaching), and judged according to explicit and agreed upon indicators and sources of evidence, including self, student and peer review and evaluation of instruction and instructional materials.

**Student activity and achievement**:

As a result of effective teaching and learning practices, students should:

* Be actively engaged in the learning process and responding to learning experience (demonstrating positive anticipation, interacting, completing tasks, concentrating)
* Achieve defined learning outcomes, including discipline-specific and general education outcomes (e.g. critical thinking, communication, ethical decision-making, self-learning, social and contextual awareness and responsibility)
* Provide feedback regarding their learning

**Instructor attributes and instructor-student interactions**.

Instructors should:

* Be enthusiastic for the subject
* Be approachable
* Possess and apply good organizational and administrative skills to their teaching
* Keep abreast of their subject discipline
* Articulate clear expectations to students
* Actively engage students in the learning process
* Utilize teaching methods that address multiple learning styles and preferences
* Encourage student effort and achievement
* Provide students constructive feedback
* Commit extra support to less able students
* Reflect on and change practice

**Teaching methods**:

Instructional design, methods and materials should:

* Provide students with explicit, challenging but achievable, and positive learning goals
* Be ‘pitched’ at the appropriate level, based on assessment of students’ prior learning (knowledge and abilities)
* Be well aligned with defined learning outcomes
* Focus attention on key learning points / concepts
* Organize information in ways that are meaningful to students and relate new knowledge and concepts to prior knowledge
* Provide learners with opportunities to practice and receive constructive feedback
* Use teaching environments (in- and out-of-class time) to maximize student learning opportunities (i.e., interaction with the material, other students, instructors, etc)

**Appendix E: Selecting Criteria**

**Criteria Framework for Peer Review of Teaching.**

University of British Columbia

Retrieved from Hubball, H., & Clarke, A. (2011). Scholarly approaches to peer-review of teaching: Emergent frameworks and outcomes in a research-intensive university. *Transformative Dialogues: Teaching & Learning journal, 4*(3). <http://www.viu.ca/integratedplanning/documents/TD437_HubbalClarke_Peer_Review.pdf>

*1) Criteria that focus on faculty member’s practice to enhance student learning outcomes such as the ability of students to demonstrate:*

\* the acquisition, application and integration of knowledge

\* research skills, including the ability to define problems and access, retrieve and evaluate information

\* critical thinking and problem-solving

\* proficient literacy and numeracy skills

\* responsible use of ethical principles

\* effective leadership, communication and interpersonal skills

*2) Criteria that focus on contemporary learning-centred teaching practices such as the faculty member’s ability to demonstrate:*

• Command over subject matter (how knowledgeable or authoritative)

• Representation of recent developments in the field (what’s in; what’s not)

• Preparedness (for individual sessions and for overall course/term)

• Relationship between goals/objectives and assessment of learning

• Appropriateness of course materials and requirements (given the topic and level)

• Articulation with other programmatic courses/elements

3*) Criteria that focus on faculty member’s teaching practice to address principles of learning:*

• Learning requires high levels of student engagement/active participation (e.g., critical thinking, problem-solving)

• Learners learn in different ways, have diverse backgrounds, are at different stages and progress at different rates

• Learning is an individual, social and contextual process

• Learning requires critical feedback (strengths and weaknesses)

*4) Criteria that focus on faculty member’s ability to demonstrate Seven Principles for Effective Teaching Practice in Undergraduate Education:*

• Encourages student-instructor contact

•Encourages cooperation among students

•Encourages active learning

•Gives prompt feedback

•Emphasizes time on task

•Communicates high expectations

•Respects diverse talents and ways of learning

*5) Criteria that focus on faculty member’s ability to demonstrate Ethical Principles in University Teaching:*

• Content Competence

• Pedagogical Competence

• Dealing With Sensitive Topics

• Student Development

• Dual Relationships With Students

• Confidentiality

• Respect for Colleagues

• Valid Assessment of Students

• Respect for Institution

*6) Criteria that focus on faculty member’s ability to demonstrate effective teaching at the University of BC:*

1. The clarity of the instructor’s expectations of learning.

2. The fairness of the instructor’s assessment of learning

3. Instructor’s ability to communicate course objectives & content.

4. Instructor’s ability to inspire interest in the course material.

5. Instructor’s concern for students’ learning.

6. Instructor’s overall quality of teaching.

**Appendix F: Selecting Criteria**

**Peer Review Criteria**

Faculty of Arts University of British Columbia

Peer Review of Teaching Guide

<http://www.arts.ubc.ca/files/2012/09/Faculty-of-Arts-Peer-Review-of-Teaching-Guide-May-20131.pdf>

1. Sets clear goals and intellectual challenges or other appropriate engagements for student learning.

• Course materials contain clear information about learning objectives, appropriate assigned readings or equivalent, evaluation procedures, and policies (e.g., regarding late assignments, accommodations, and other regulations and procedures).

• Sets high yet reasonable expectations of learning appropriate for level of the course and its place in the curriculum.

• Assignments and exams are designed to effectively assess stated learning objectives, and indicate how feedback will be provided to students

• In the session observed, the instructor indicated what students were expected to learn during that class period.

2. The instructor employs appropriate teaching methods and strategies that actively involve learners.

• In course materials and in the session observed, instructor demonstrates command of subject matter and familiarity with recent developments in the field.

• Methods of instruction are appropriately designed to further research, communication, performance, professional, and/or other skills as appropriate.

• In the session observed, the instructor clearly phrased questions to foster critical thinking and promoted active student participation and engagement in learning.

• Evidence of reflection on teaching and incorporation of improvements in teaching methods through professional development opportunities and/or student and other feedback.

3. In the session observed, the class was well organized and planned.

• The instructor was well prepared and well organized

• Pace of class and amount of material covered was appropriate

• The level of teaching was appropriate to the students' abilities/background and the level of the course.

• Any examples, diagrams, demonstrations, etc. were helpful.

• Any hand-outs (downloadable or hard copies) were clear.

• Relevance of the material established

• Learning outcomes linked to student assessment for the course.

4. In the session observed, the class material was effectively communicated and instructor interacted effectively with students.

• The instructor's delivery was clear, loud enough, the tone was varied, and eye contact was made with students.

• Good rapport was established with the students.

• The instructor presented material in a way to inspire student interest and engagement.

• Audio-visual materials were effective and provided appropriately.

• Questions or comments were encouraged to promote student-instructor interactions.

• Methods of student participation were used to enrich educational experiences as appropriate (e.g., small group discussions, presentations, problem solving, hands on learning, performance analysis, etc.).

5. Respects Diverse Talents and Learning Needs of Students

• Promotes a stimulating learning environment for all students

• Recognizes and accommodates different learning needs (including background preparation, pace of learning)

• Demonstrates sensitivity to intellectual and cultural issues

• Use of creative assessment techniques and assignments;

• Incorporation of experiential learning (internships, study abroad, CSL, etc.) into course design.

6. The instructor attends to the intellectual growth of students.

In the session observed:

• The instructor checked occasionally to ensure students understand class material.

• A wide range of intellectual positions were given respectful consideration.

• The instructor listened to student questions and responded effectively, and was able to elaborate when necessary to increase students' comprehension of material.

7. Classroom management.

In the session observed:

• The class started and finished on time.

• The instructor effectively dealt with any problems that arose that could adversely affect learning (e.g., inappropriate student behaviour).

• Sufficient time was provided to students to respond to questions asked.

• Ground rules set at the beginning of the term were enforced as needed (e.g., use of cell phones, talking or interrupting at inappropriate times).

• Instructor concluded the session effectively.

**Appendix G: Sample Observation Tool (Likert Scale)**

**Class Observation Checklist**

North Carolina State University.

A protocol for peer review of teaching

http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/ASEE04(Peer-Review).pdf

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Circle your responses to each of the questions and then add comments below the table.

5 – exceeds expectations in all respects

4 – meets expectations in all respects

3 – meets expectations in most respects

2 - meets expectations in some respects

1 - meets expectations in few or no respects

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| 1 – was well prepared for class | 5 | 4 | 3 | 2 | 1 |
| 2 – was knowledgeable about the subject matter | 5 | 4 | 3 | 2 | 1 |
| 3 – was enthusiastic about the subject matter | 5 | 4 | 3 | 2 | 1 |
| 4 – spoke clearly, audibly, and confidently | 5 | 4 | 3 | 2 | 1 |
| 5 – used a variety of relevant illustrations/examples | 5 | 4 | 3 | 2 | 1 |
| 6 – made effective use of the board and/or visual aids | 5 | 4 | 3 | 2 | 1 |
| 7 – asked stimulating and challenging questions | 5 | 4 | 3 | 2 | 1 |
| 8 – effectively held class’s attention | 5 | 4 | 3 | 2 | 1 |
| 9 – achieved active student involvement | 5 | 4 | 3 | 2 | 1 |
| 10 – treated students with respect | 5 | 4 | 3 | 2 | 1 |

What worked well in the class? (Continue on back if necessary)

What could have been improved? (Continue on back if necessary)

**Appendix H: Sample Observation Tool**

**Peer Observation Checklist**

University of Albany.

Peer observation and assessment of teaching.

http://www.albany.edu/teachingandlearning/tlr/peer\_obs/index.shtml

Faculty member being observed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observed? (Check if yes) Comments

|  |  |  |
| --- | --- | --- |
| Instructor clearly communicates the purpose of class session and instructional activities. |  |  |
| Instructor uses concrete examples and illustrations that clarify the material. |  |  |
| Instructor uses a variety of activities to ensure all students are engaged. |  |  |
| Instructor challenges students to think analytically. |  |  |
| Instructor uses activities in class to determine whether students understand course material. |  |  |
| Instructor fosters student-to-student interaction. |  |  |
| Instructor links new material to previously learned concepts. |  |  |
| Instructor uses visuals and handouts where appropriate to accompany verbal presentation. |  |  |
| Instructor requires students to be active (e.g., completing a task, applying concepts, or engaging in discussion instead of passively listening). |  |  |

**Appendix I: Sample Materials Evaluation Tool**

**Course Material Checklist**

North Carolina State University.

A protocol for peer review of teaching

http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/ASEE04(Peer-Review).pdf

Course: \_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| \_\_1. Course content includes the appropriate topics |  |  | 3 | 2 | 1 |
| \_\_2. Course content reflects the current state of the field |  |  | 3 | 2 | 1 |
| \_\_3. Course learning objectives are clear and appropriate |  |  | 3 | 2 | 1 |
| \_\_4. Course policies and rules are clear and appropriate |  |  | 3 | 2 | 1 |
| \_\_5. Lecture notes are well organized and clearly written |  |  | 3 | 2 | 1 |
| \_\_6. Supplementary handouts and webpages are well organized and clearly written |  |  | 3 | 2 | 1 |
| \_\_7. Assignments are consistent with objectives and appropriately challenging |  |  | 3 | 2 | 1 |
| \_\_8. Tests are consistent with learning objectives and appropriately challenging |  |  | 3 | 2 | 1 |
| \_\_9. Tests are clearly written and reasonable in length |  |  | 3 | 2 | 1 |
| \_\_10. Student products demonstrate satisfaction of learning objectives |  |  | 3 | 2 | 1 |

What are the strengths of the course materials?

What could have been improved?

**Appendix J: Sample Evaluation Tool**

**Evaluation Of Teaching: Course Materials Review**

Auburn University.

Overview of peer review of teaching.

http://wp.auburn.edu/biggio/wp-content/uploads/2011/09/peer-review-packet.pdf

**Course Syllabus**

\_\_\_\_ Identifies instructional resources – books, films, speakers

\_\_\_\_ Outlines the sequence of topics to be covered

\_\_\_\_ Describes evaluation procedures

\_\_\_\_ Includes a class or activity schedule or calendar

\_\_\_\_ Lists major assignments and due dates

\_\_\_\_ Contains information about the faculty member, i.e. name, office address, office hours, phone number

\_\_\_\_ Includes a statement or description of course objectives

\_\_\_\_ Is structured to make information clear and easily understood

**Assignments (as they appear on the syllabus or elsewhere)**

\_\_\_\_ Produce meaningful and challenging learning experiences

\_\_\_\_ Include a variety of activities which are responsive to varying student interests, abilities and learning

styles

\_\_\_\_ Are appropriate to course objectives and content level

\_\_\_\_ Are spaced at appropriate intervals in the course

\_\_\_\_ Are challenging but not overly burdensome

\_\_\_\_ Prepare students for more complex courses in the subject

**Exams**

*An Ungraded Copy:*

\_\_\_\_ Contains content consistent with course objectives – in other words, the instructor is evaluating

students on what she believes they ought to be able to do or know

\_\_\_\_ Contains items written so that the intent of the questions is clear and explicit

\_\_\_\_ Covers manageable amounts of material in terms of time allocated for studying it

\_\_\_\_ Requires analysis and application of content as opposed to regurgitation of details

*A Graded Copy:*

\_\_\_\_ Includes written comments which give some feedback about both right and wrong answers

\_\_\_\_ Presents written comments that are clear and readable

\_\_\_\_ Includes some explanation of how exam scores were calculated

**Textbooks(s)**

\_\_\_\_ Are appropriate to course level

\_\_\_\_ Are clearly related to course objectives

\_\_\_\_ Are generally acceptable in terms of departmental standards

\_\_\_\_ Present content in a systematic and logical order so as to enhance the understanding of someone

unfamiliar with the topic

\_\_\_\_ Present material interestingly to encourage reading

**Supplementary Reading Lists**

\_\_\_\_ Contain relevant and current material

\_\_\_\_ Supplement course content

\_\_\_\_ Include content that is challenging yet not inappropriately difficult

\_\_\_\_ Specify location of supplementary materials

\_\_\_\_ Include information to direct reading in terms of its relationship to course content

**Lecture Outlines (provided students)**

\_\_\_\_ Communicate a sense of proportion and detail that is consistent with content

\_\_\_\_ Provide enough information to assist the note-taking process without making note-taking unnecessary

\_\_\_\_ Include space for students to write additional information

\_\_\_\_ Are enhanced by lecture presentations in class

**Study Questions/Review Materials**

\_\_\_\_ Prepare one to perform successfully on exams

\_\_\_\_ Cover content that is covered on the exam

\_\_\_\_ Are designed so that their completion facilitates student retention and understanding

\_\_\_\_ Do not force students to focus on large quantities of material that are irrelevant to exam content

\_\_\_\_ Provide opportunity to practice problem-solving skills

**Visual Materials (as in prepared slides and transparencies)**

\_\_\_\_ Illustrate content enhanced by visual representation

\_\_\_\_ Are clear and “graphically” illustrate the content

\_\_\_\_ Include written elaborations that are clear and easily read

\_\_\_\_ Can be seen and read with ease everywhere in the classroom

\_\_\_\_ Contain manageable amounts of material so excessive amounts of time are no required to copy the material down

**Overall Conclusions**

\_\_\_\_ Compared with other course materials you have seen these are better than average

\_\_\_\_ As demonstrated by these materials, the content selected for inclusion in this course is appropriate and

justifiable

\_\_\_\_ These materials communicate an appropriate level of instructor preparation and concern

**General Comments**

**Appendix K: Sample Tool**

**Teaching Competence Evaluation Rubric**

Retrieved from Fernandez, C., & Yu, J. (2007). Peer review of teaching. *The Journal of Chiropractic Education, 21*(2), 154-161. Retrieved from http://www.journalchiroed.com/doi/pdf/10.7899/1042-5055-21.2.154

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching competence** | **Needs Improvement** | **Satisfactory** | **Exceptional** |
| Commitment to  Teaching and Student Learning | * Exhibits a lack of enthusiasm and excitement toward teaching and students * Discourages student’s questions, involvement, and debate * Makes accessibility and availability difﬁcult for students * Discourages individual expression | * Often demonstrates enthusiasm and excitement toward teaching and students * Encourages student questions, involvement, and debate * Is accessible and available to students * Allows for individual expression | * Consistently demonstrates enthusiasm and excitement toward teaching and students * Has a well-established learning environment that encourages student questions, involvement, and debate * Makes students a priority in being accessible and available to their needs * Encourages and allows for individual expression |
| Selection of  Teaching Content | * Rarely selects examples relevant to students experiences, “real world” applications and/or objectives * Does not relate content with what was taught before and what will come after * Does not present views other than own | * Selects examples relevant to students experiences, ‘‘real-world’’ applications, and/or teaching objectives * Relates content with what was taught before and what will come after * Sometimes presents views other than own when appropriate | * Frequently selects examples relevant to students experiences, ‘‘real-world’’ applications, and/or teaching objectives * Often relates content with what was taught before and what will come after * Presents views other than own when appropriate and provides explanation for possible differences of opinion along with evidence |
| Mastery of  Teaching Content/  Knowledge | * Rarely explains difﬁcult terms or concepts * Does not present * background of ideas and concepts * Does not present best evidence and up-to-date developments in the ﬁeld * Does not answer students’ questions adequately or does not admit error or insufﬁcient knowledge | * Explains difﬁcult terms or concepts * Presents background of ideas and concepts * Presents best evidence and up-to-date developments in the ﬁeld * Answers students’ questions adequately or admits error or insufﬁcient knowledge | * Explains difﬁcult terms or concepts in depth and in more than one way * Presents background of ideas and concepts in depth * Frequently presents best evidence and up-to-date developments in the ﬁeld * Answers students’ questions in depth and admits error or insufﬁcient knowledge with commitment to seek out information |
| Organization | * Does not begin on time and is disorganized * Fails to preview material to prepare students for the content to be covered in patient encounter or workshop * Fails to summarize main points at the end of session * Does not provide clear directions and procedures * Does not plan on a daily or weekly basis | * Begins on time * Previews patient cases or session content * Summarizes main points at the end of session * Explains directions and procedures * Plans for daily and weekly activities | * Begins on time in an orderly, organized fashion * Consistently previews patient cases or session content * Summarizes and distills main points at the end of session * Consistently explains directions and procedures * Plans daily and weekly activities and follows-up on plans that was not able to complete |
| Meeting Teaching  Objectives | * Teaching content and methods do not meet stated objectives of syllabus or as stated by teacher | * Teaching content and methods are geared to stated objectives of syllabus and as stated by teacher | * Teaching content and methods clearly meet stated objectives of syllabus and as stated by teacher |
| Instructional Materials  (Readings, Media, Visual  Aids) *Didactic* | * Fails to provide students with instructional materials | * Incorporates various instructional supports such as slides, visual aids, handouts, etc. | * Incorporates various instructional supports such as slides, visual aids, handouts, etc; Also provides references for materials presented when appropriate |
| Intern Evaluation  and Achievement  (Methods and Tools) | * Fails to provide students with assessment criteria and instructions * Does not perform * minimum number of assessments required * Assessments are of poor quality, have minimal information, and do not lend themselves to meaningful student feedback * Feedback is not provided or is minimal | * Provides to students assessment criteria, instructions, and expectations * Provides satisfactory number of assessments required by department * Assessments are of satisfactory quality, have adequate information, and lend themselves to meaningful student feedback * Feedback to students is adequate | * Provides to students the goals of assessment, along with criteria, instructions, and expectations. Also provides examples of expectations and type of feedback given * Provides beyond satisfactory * number of assessments * required by department * Assessments are of * exceptional quality, have in-depth information including comments, and lend themselves to meaningful student feedback * Feedback to students is exceptional and allows for student’s self-evaluation and reﬂection with steps for improvement |

|  |  |  |  |
| --- | --- | --- | --- |
| Teaching Methodology  and Presentation | * Fails to use a variety of clinical teaching strategies to address diverse learning styles and opportunities * Fails to respond to changes in student attentiveness * Speech is inaudible and unclear * Is unprofessional and use of humor is negative and inappropriate * Fails to establish and maintain eye contact with students * Does not provide demonstrations when needed * Does not promote life-long learning * Does not promote students to be independent learners | * Uses a variety of teaching strategies to address diverse earning styles and opportunities * Responds to changes * in student attentiveness * Speaks audibly and clearly * Models professionalism * Establishes and maintains eye contact with students * Provides demonstrations as appropriate * Mentors students in life-long learning skills * Allows students to be independent learners | * Uses a large variety of teaching strategies to address diverse learning styles and opportunities * Responds to changes in student attentiveness with comfortable transition of teaching strategies * Consistently speaks audibly and clearly * Models professionalism and use of humor is positive and appropriate * Establishes and maintains eye contact with students while communicating a sense of enthusiasm toward the content * Provides demonstrations as appropriate and has students demonstrate their understanding * Routinely mentors students in life-long learning skills * Guides students to be independent learners |
| Support of Department  Instructional Efforts | * Is unaware of department’s instructional efforts * Does not demonstrate support of department instructional efforts | * Is aware of Department’s instructional efforts * Demonstrates support of department instructional efforts | * Has a comprehensive understanding of department’s instructional efforts * Demonstrates support of department instructional efforts and demonstrates leadership in progressing instructional programs |

*Note:* This appendix is based on ideas in references 12 and 15 and the author’s experience

**Appendix L: Tool for Review of Laboratory Instruction**

**Peer review of laboratory instruction**

**Georgetown University School of Medicine**

https://georgetown.app.box.com/s/du2op4nkla7srl6qu0rd

Faculty observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **CONTEXT: (name of course, title of lecture, number of students, etc.)** |
|  |

Use the following scale to rate this instructor

*5 = Strongly agree 4 = Agree 3 = Neither agree nor disagree 2 = Disagree 1 = Strongly disagree*

|  |  |  |
| --- | --- | --- |
| **DESIGN OF LEARNING EXPERIENCE** | | |
| 1. Learning experiences are relevant to the course curriculum | | 5 4 3 2 1 |
| 1. Reflects current practice in the field | | 5 4 3 2 1 |
| 1. Appropriate level of challenge for students | | 5 4 3 2 1 |
| 1. Goals are clear | | 5 4 3 2 1 |
| 1. Assessment strategy is appropriate to the goals | | 5 4 3 2 1 |
| **INSTRUCTIONS OR PROCEDURES MATERIALS** | | |
| 1. Instructions and procedures are clear | | 5 4 3 2 1 |
| 1. Appropriate length for time allotted | | 5 4 3 2 1 |
| 1. Contain information on goals and assessment | | 5 4 3 2 1 |
| 1. Proofread and in readable format | | 5 4 3 2 1 |
| **INSTRUCTIONAL OVERSIGHT** | | |
| 1. Laboratory instructor shows understanding of the goals and procedures | | 5 4 3 2 1 |
| 1. Demonstrates the relevant content knowledge needed for the laboratory session | | 5 4 3 2 1 |
| 1. Takes a proactive role in engaging with the students in the lab | | 5 4 3 2 1 |
| 1. Is available for questions and assistance | | 5 4 3 2 1 |
| 1. In helping students, uses clear questioning and coaching strategies | | 5 4 3 2 1 |
| 1. Can use the equipment and demonstrates the techniques needed for the laboratory | | 5 4 3 2 1 |
| 1. Follows safety procedures | | 5 4 3 2 1 |
| 1. Coordinates work with any laboratory assistants, if present | | 5 4 3 2 1 |
| **ASSESSMENT** | | |
| 1. Assessment procedure is at appropriate level of challenge | | 5 4 3 2 1 |
| 1. Assessment procedures are clear to students | | 5 4 3 2 1 |
| 1. Instructor comments on graded work provides ample and helpful feedback | | 5 4 3 2 1 |
| **Strengths:** | **Weaknesses:** | |
| **OVERALL COMMENTS:** | | |

**Based on this observation, I would rate this instructor overall as:**

**Exemplary Excellent Good Fair Poor**

*Faculty Reviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(Signature)*

Source: Chism, N.V.N. (2007). Peer Review of Teaching: A sourcebook. Bolton, MA: Anker.   
Form available at http://som.georgetown.edu/medicaleducation/evaluationandassessment/

**Appendix M: Tool for Peer Review of Clinical Teaching**

Retrieved from Chism, N. (2007). Peer review of teaching: A sourcebook, 2nd Ed. (pp. 138-139). Bolton, MA: Anker Pub. Co. Inc.

**Peer Review of Clinical Teaching**

5 = Strongly agree

4 = Agree

3 = Neither agree or disagree

2 = Disagree

1 = Strongly disagree

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Professionalism** |  |  |  |  |  |  |
| Demonstrates respect for patients, coworkers and students |  | 5 | 4 | 3 | 2 | 1 |
| Demonstrates ethical conduct and discusses ethical issues with students |  | 5 | 4 | 3 | 2 | 1 |
| Exemplifies professionalism |  | 5 | 4 | 3 | 2 | 1 |
| Demonstrates enthusiasm |  | 5 | 4 | 3 | 2 | 1 |
| Serves as an appropriate clinical role model |  | 5 | 4 | 3 | 2 | 1 |
| Comments: |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Technical Competence** |  |  |  |  |  |  |
| Demonstrates up-to-date clinical skills |  | 5 | 4 | 3 | 2 | 1 |
| Demonstrates up-to-date knowlege |  | 5 | 4 | 3 | 2 | 1 |
| Develops an appropriate treatment plan |  | 5 | 4 | 3 | 2 | 1 |
| Comments: |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Interaction with Students** |  |  |  |  |  |  |
| Establishes rapport |  | 5 | 4 | 3 | 2 | 1 |
| Encourages all students to participate |  | 5 | 4 | 3 | 2 | 1 |
| Asks appropriate questions |  | 5 | 4 | 3 | 2 | 1 |
| Encourages students to defend their opinions |  | 5 | 4 | 3 | 2 | 1 |
| Elicits opinions before offering a diagnosis |  | 5 | 4 | 3 | 2 | 1 |
| Provides appropriate feedback |  | 5 | 4 | 3 | 2 | 1 |
| Comments: |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Overall evaluation:**

**Exemplary Excellent Good Fair Poor**

**Appendix N: Tool for Review of Online Teaching**

**A Peer Review Guide for Online Courses at Penn State**

The Pennsylvania State University

College Of Earth and Metal Sciences

<http://facdev.e-education.psu.edu/evaluate-revise/peerreviewonline>

**Background**

In 1987, Arthur Chickering and Zelda Gamson published “Seven Principles for Good Practice in Undergraduate Education,” a summary of 50 years of higher education research that addressed good teaching and learning practices. Their findings, and faculty and institutional evaluation instruments based on the findings, have been widely used to guide and improve college teaching.

While instruments such as the Student Rating of Teaching Effectiveness (SRTE) provide a measure of student satisfaction with a course, the Seven Principles provide a useful framework to evaluate the effectiveness of online teaching and learning. Therefore, this *Peer Review Guide* adapts the Seven Principles to facilitate the peer review of online courses in both undergraduate and graduate level online courses at Penn State. Each principle is described in detail, including evidence of how a principle may be met. Examples of evidence to look for and resources for additional information are also included.

**The Seven Principles**

Good practice:

1. Encourages contact between students  
   and faculty;
2. Develops reciprocity and cooperation among students;
3. Encourages active learning;
4. Gives prompt feedback;
5. Emphasizes time on task;
6. Communicates high expectations; and
7. Respects diverse talents and ways of learning.

Chickering, A. & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin (39 )*7.

While, ideally, good practice would suggest that all seven principles would be supported in some way in an online course, variations in course format, size, and faculty teaching experience can make reaching that ideal difficult. Like the SRTE, where achieving an overall score of “7” is rare, it is assumed that a peer reviewer will discover room for improvement when examining a course through the lens of the Seven Principles. This Peer Review Guide provides space for the peer reviewer to note teaching and learning strengths, as well as areas for improvement.

**Recommended Peer Review Process**

Peer reviews of teaching are required for promotion and tenure at Penn State. We also need to conduct peer reviews for our part-time faculty members who teach online and at a distance. University Policy HR23 states, “Each academic unit (e.g., department, college, and University Libraries) of the University should take responsibility for developing detailed review procedures, supplemental to and consonant with general University procedures, as guidelines for promotion and tenure.” To help facilitate the peer review of online courses, we recommend the following peer review process:

1. The department/division head or school director or, where appropriate, campus chancellor and campus director of academic affair, identifies a faculty peer (“peer reviewer”) to conduct the peer review of teaching.
2. The course instructor completes the “Instructor Input Form” and shares that document with the peer reviewer to convey contextual information about the course.
3. After reviewing the completed “Instructor Input Form,” the peer reviewer uses the “Peer Review Guide for Online Courses” to work through the online course, observing how well the instructor addresses each of the Seven Principles. The reviewer notes the instructor’s strengths and areas for improvement for each Principle in the space provided.  
     
   NOTE: Reviewers should feel free to ask questions of the instructor any time clarification or information is needed during the review process.
4. The peer reviewer summarizes the feedback in the form of a letter to that instructor that can be included in the instructor’s dossier. The letter, as well as a copy of the completed Peer Review Guide, is then shared with the instructor, the Program Manager (if the course is part of an online program), and the department/division head or school director or, where appropriate, campus chancellor and campus director of academic affairs.

For **provisional faculty** (not yet tenured), it is recommended that peer reviews should occur at least once per year and in a variety of courses.Faculty being **reviewed for promotion**, it is better to have a series of peer reviews over time rather than several in the fall immediately preceding the review.

|  |  |
| --- | --- |
| **Principle 1: Good practice encourages contact between students and faculty.**  Frequent and timely student-faculty contact is the most important factor in student motivation and involvement, particularly in a distance education environment. Evidence of faculty concern helps students get through challenging situations and inspires them to persevere. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.  **Examples of evidence to look for:**   * A "welcome message" is provided at the beginning of the course that encourages student-to-instructor contact for course-related discussions or concerns. * The instructor encourages and fosters a healthy exchange of ideas and sharing of experiences among course participants. * The instructor initiates contact with, or respond to, students on a regular basis in order to establish a consistent online presence in the course (and prior notice is given to students in the event that the instructor will be unavailable for more than a few days, such as might be the case during professional travel). * A prominent announcement area is used to communicate important up-to-date course information to students, such as reminders of impending assignment due dates, curriculum changes, scheduled absences, etc. * The instructor holds regular office hours, and by appointment, that are mediated by technology (e.g., the telephone, chat areas, Adobe Connect Pro) to accommodate distance students. * Student inquiries are responded in a timely manner. * The instructor provides students with interaction space for study groups, "hall way conversations,” etc.   **Where to look:**   * Discussion forums * E-mail messages * Posted announcements * Course syllabus * Chat space   **Resources:**   * “What to do when opening a course” - https://www.e-education.psu.edu/facdev/pg3 * “Using online icebreakers to promote student/teacher interaction” - http://www.southalabama.edu/oll/jobaidsfall03/Icebreakers%20Online/icebreakerjobaid.htm | **Feedback for the Instructor**  **Evidence Found:**  **Strengths:**  **Areas for Improvement:** |
| **Principle 2: Good practice develops reciprocity and cooperation among students.**  Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.  **Examples of evidence to look for:**   * Regular opportunities for students to engage in one or more of the following activities:   + Formal and/or informal discussions of course topics   + Collaborative course assignments   + Study groups * A "meet one another" activity at the beginning of the course so students can begin to make personal connections. * Encouragement to students to strengthen their online presence in the course by sharing links to their e-portfolio, personal Web site, and/or posting a photo of themselves to the class Web space (e.g., their ANGEL profile). * Group assignments that follow the basic tenants of cooperative learning (see Resources, below) in order to avoid the common pitfalls of "group work." * An explanation of the criteria for “good” discussion participation. * Modeling of good discussion participation practices by the instructor. * Discussion prompts that help to guide and elicit student participation in class discussion activities. * Instructor *facilitation* of class discussions by encouraging, probing, questioning, summarizing, etc. * Student interaction space(s) for study groups, "hall way conversations,” etc.   **Where to look:**   * Instructional materials / Assignment directions * Discussion forums * E-mail messages * Course syllabus * Chat space   **Resources:**   * “An Overview of Cooperative Learning” - http://www.co-operation.org/pages/overviewpaper.html * “Strategies to Promote Online Discussion” - http://members.shaw.ca/mdde615/howcommunicate.htm * “Ice-breakers” - http://www.ion.uillinois.edu/resources/pointersclickers/2002\_01/index.asp * “Leading and Facilitating Discussion” - http://www.princeton.edu/~aiteachs/handbook/facilitating.html | **Feedback for the Instructor**  **Evidence Found:**  **Strengths:**  **Areas for Improvement:** |
| **Principle 3: Good practice encourages active learning.**  Active learning methods engage students in the learning process by encouraging them to discover, process, and apply information. Empirical support for the positive impact of active learning on student achievement is extensive.  **Examples of evidence to look for:**   * Student activities that involve one or more of the following[[1]](#endnote-1):   + Active use of writing, speaking, and other forms of self-expression   + Opportunity for information gathering, synthesis, and analysis in solving problems (including the use of library, electronic/computer and other resources, and quantitative reasoning and interpretation, as applicable)   + Engagement in collaborative learning activities   + Application of intercultural and international competence   + Dialogue pertaining to social behavior, community, and scholarly conduct   + For General Education courses, three or more of these activities are integrated into courses offered in the knowledge domains (http://www.psu.edu/ufs/geic/framewrk.html): * Opportunities for students to “customize” their learning by tailoring assignments to their personal and professional interests and needs. * Examples of student work where they   + Think, talk, or write about their learning   + Reflect, relate, organize, apply, synthesize, or evaluate information   + Perform research, lab or studio work, or physical activities   + Participate in, design, or develop educational games and simulations.   **Where to look:**   * Course syllabus * Instructional materials * Assignment dropboxes * e-Portfolios * Discussion forums   **Resources:**   * Active Learning (Illinois State University) - http://www.cat.ilstu.edu/additional/tips/newActive.php * “How Can Teachers Promote Learning and Thinking?” - http://www.pgcps.pg.k12.md.us/~elc/theory9.html * “Inquiry-based Learning” - http://www.schreyerinstitute.psu.edu/pdf/IBL.pdf | **Feedback for the Instructor**  **Evidence Found:**  **Strengths:**  **Areas for Improvement:** |
| **Principle 4: Good practice gives prompt feedback.**  Instructors help students frequently assess their knowledge and competence and provide them with opportunities to perform, receive meaningful suggestions, and reflect on their learning.  **Examples of evidence to look for:**   * Information about course feedback methods and standards on the course syllabus. * Option (or requirement) for students to submit drafts of assignments for instructor feedback. * Meaningful feedback on student assignments that is provided within a publicized, and reasonable, time frame. * Assignment feedback that is clear, positive, specific, and focused on observable behavior that can be changed. * Clearly communicated course and individual assignment grading criteria. * Up-to-date, student-accessible course gradebook. * An open discussion forum where students can ask questions, and receive instructor feedback, about course content and activities. * Student surveys that provide the instructor with feedback for course improvement. * Examples of student work that demonstrate advancement toward learning goals.   **Where to look:**   * Course syllabus * Instructional materials / Assignment directions * Assignment dropboxes and e-portfolios * Course gradebook * Discussion forums * Survey instruments   **Resources:**   * TLT Ideas for Giving Prompt, Better Feedback to Students - http://www.tltgroup.org/SEVEN/4\_Feedback.htm * Providing Feedback - http://www.netc.org/focus/strategies/prov.php * Collecting Feedback That Improves Teaching and Learning - http://www.schreyerinstitute.psu.edu/Tools/MidsemesterFeedback | **Feedback for the Instructor**  **Evidence Found:**  **Strengths:**  **Areas for Improvement:** |
| **Principle 5: Good education emphasizes time on task.**  The frequency and duration of study, as well as effective time management skills, are critical for students and professionals alike. Students need help in learning to manage and prioritize their study time.  **Examples of evidence to look for:**   * A published course schedule that outlines topics to be covered and assignment due dates so students can plan their workload accordingly. * Information on the course syllabus that provides an estimate of the amount of time students should spend on the course (e.g., “”On average, most students spend eight hours per week working on course assignments. Your workload may be more or less depending on your prior experience with computing and the Web in general, and with this subject in particular.”) * Time-to-completion information on course assignments (e.g., “This assignment should take you approximately 2 hours to complete.”) * Course-specific study tips that provide students with strategies for utilizing their time well. * Assignment feedback that provides students with information on where to focus their studies. * Assignment due dates and timeframes that take into account the nature of the target audience. For example, a course targeted to working adult professionals might incorporate a weekend into an assignment timeframe. * Course statistics that demonstrate that time-to-completion and weekly time-on-task estimates are on target.   **Where to look:**   * Course syllabus * Instructional materials / Assignment directions * Assignment dropboxes and e-portfolios * “Report” tab in ANGEL   **Resources:**   * Emphasize Time on Task (Ohio Learning Network) - http://www.oln.org/ILT/7\_principles/time.php * iStudy Module (for students) on Time Management: http://istudy.psu.edu/modules.html | **Feedback for the Instructor**  **Evidence Found:**  **Strengths:**  **Areas for Improvement:** |
| **Principle 6: Good practice communicates high expectations.**  As the saying goes, “if you don’t know where you are going, how will you know when you get there?” Effective instructors have high, but reasonable, expectations for their students. They clearly communicate those expectations and provide support to their students in their efforts to meet those expectations.  **Examples of evidence to look for:**   * Explicit communication of the skills and knowledge every student needs to have in order to be successful in the course. * Explanation of course learning goals and how assignments are designed to help students achieve those goals. * Frequent feedback provided to students through written explanations and detailed feedback on assignments. * Motivation and encouragement that inspires students to move past the easy answers to more complex solutions. * Routine use of critical and probing questions when communicating with students about course assignments and activities. * Examples and non-examples of high quality work, along with a discussion of the differences between these. * Examples of student work that demonstrate advancement toward learning goals.   **Where to look:**   * Course syllabus * Instructional materials / Assignment directions * Assignment dropboxes and e-portfolios   **Resources:**   * “Student Learning Goals and Outcomes” - http://www.schreyerinstitute.psu.edu/pdf/DevelopingStudentLearningOutcomes.pdf * “Checklist for a Course Assignment and Associate Grading Criteria” - http://www.schreyerinstitute.psu.edu/pdf/assignments\_grading\_checklist.pdf | **Feedback for the Instructor**  **Evidence Found:**  **Strengths:**  **Areas for Improvement:** |
| **Principle 7: Good practice respects diverse talents and ways of learning.**  People bring different talents and styles of learning to the learning environment. Some bring a wealth of relevant experience to a course, while others may new to the topic at hand. Likewise, students who are strong in a discussion situation may be less adept at lab or studio work. Students need the opportunity to demonstrate their talents and to “personalize” their learning so that it is relevant to them. It is also important to give students opportunities to learn in ways that may be less comfortable in order to improve their learning skills.  **Examples of evidence to look for:**   * Use of a variety of assessment tools that gauge student progress. * Alternative assignment options that allow students to demonstrate their progress in a manner that is best conducive to their talents. For example, a podcast might be allowed as learning evidence instead of a written paper. * Supplemental online materials are provided to students who lack prerequisite knowledge or who would benefit from having content presented in an alternative manner. * Timely, corrective feedback for online activities. * A positive online climate where students are encouraged to seek assistance with course content and learning activities if needed. * A policy for accommodations that is stated on the course syllabus. * Accommodations are proactively offered for students with disabilities.   **Where to look:**   * Course syllabus * Instructional materials / Assignment directions * Assignment dropboxes and e-portfolios * Discussion forums   **Resources:**   * “Learning effectively by understanding your learning preferences” – http://www.mindtools.com/mnemlsty.html * “Classroom assessment techniques” - http://www.ntlf.com/html/lib/bib/assess.htm * Accessibility in course design forum on PSU Learning Design Community Hub - http://ets.tlt.psu.edu/learningdesign/forum/4 * Office of Disability Services Faculty Handbook – http://www.equity.psu.edu/ods/faculty/overview.asp | **Feedback for the Instructor**  **Evidence Found:**  **Strengths:**  **Areas for Improvement:** |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Prince, M. (July 2004). Does active learning work? A review of the research. *Journal of Engineering Education, 93*, 3, 223-232.

Senate Committee on Curricular Affairs (2001). A clarification of ‘active learning’ as it applies to general education (Legislative). Located at <http://senate.psu.edu/scca/curricular%20affairs%20reports/2-01%20CA%20RPT%202.pdf>

**Appendix O: Tool for Review of a Teaching Dossier/Portfolio**

**Teaching Dossier/ Portfolio Checklist**

Department and Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Material from Oneself** – weighting – 40-50%

|  |  |  |
| --- | --- | --- |
|  | **Meets Standards** | **Below Standard** |
| **Statement of Teaching and Advising Responsibilities** | * Statement included course titles, catalogue numbers, average enrollments, and indication if course was graduate/ undergraduate and required/elective * The number and details of graduate (Masters and PhD) students supervised was listed. This included: how often meetings were booked, who met, what the role of advisor was, etc. | * Statement included some information on courses taught and whether these were graduate/ undergraduate courses. Other details of the courses were missing * Information on supervision of graduate students was missing |
| **Teaching Philosophy** | * Philosophy was clearly and concisely stated * Philosophy indicated what drives instructor’s classroom performance * The philosophy addressed: role of teacher, role of student, why one teaches, what good teaching means, and what students can expect | * Philosophy statement was either unclear &/or very long * Philosophy was vague and did not appear to connect to the instructor’s classroom teaching * Was incomplete with regard to: role of teacher, role of student, why one teaches, what good teaching means, and what students can expect |
| **Teaching Methodologies** | * All methodologies were described clearly * Included: strategies and methods, teaching style, classroom activities, assessments methods, and types of student feedback | * Only a few teaching methodologies were described &/or those that were described were unclear * Did not include all of the following: strategies and methods, teaching style, classroom activities, assessments methods, and types of student feedback |
| **Teaching Materials** | * A brief explanation was given which highlighted how the materials enhanced teaching, how the materials have been updated and changed over the years, and what the student feedback said about these materials * Samples were included in appendix which highlight a variety of materials used | * Explanations for the use of the teaching materials were missing or unclear. * Samples were missing from the appendix or were incomplete |
| **Curricular Revisions** | * A brief explanation was given that described new or revised courses, material, and assignments. This also included a brief statement about why the revisions were made. Considerations included: new technology, course objectives, materials, guest speakers, field trips, laboratory work, new or revised course | * Explanation of involvement in curricular revisions was missing or unclear |
| **Instructional Innovations** | * Description of new and different pedagogical innovations used to enhance teaching and learning was included * Aspects may have included: new approaches introduced, evaluations of new approaches, and changes that could be made | * Description of pedagogical innovations was missing, unclear, or incomplete |
| **Course Syllabi** | * A brief explanation was given of the syllabi which highlighted: the courses and the teaching style, whether the syllabi were learning-centred, and the content of the documents (including course content and objectives, teaching methodology, readings and assignments) * Samples of course syllabi were included the appendix | * Explanation of syllabi was incomplete or missing * Samples of course syllabi were missing from the appendix |
| **Documentation of Teaching Improvement** | * A brief explanation of improvement efforts and professional development activities were given * Certificates of attendance and other related items were contained in the appendix. The following might also be included: faculty development workshops and conferences, classroom applications of ideas learned, steps taken to improve teaching, and responses to suggestions from students * Questions to consider when assessing: which faculty development seminars and workshops were attended, how has the information been applied to teaching, what other evidence was there of growth or change | * Explanation of improvement efforts and profession development was missing or incomplete * Samples were missing from the appendix |
| **Long- and Short-Term Teaching Goals** | * Several short-term and long-term goals were given. These were concrete, realistic, and attainable. Where reasonable these goals were broken down into more workable units. Tentative timelines were indicated for each goal. * Questions to consider when assessing: what teaching goals has the instructor been unable to attain in the past that he/she would like to pursue now? Why were they important? How can the department or institution help the instructor achieve those goals? Has the instructor has considered what kind of resources (people, money, space or time) were needed to help achieve the goals? | * Either long- or short-term goals were missing * The goals lack clarity &/or were unattainable, e.g. not concrete * Timelines for the goals were missing |
| **Papers and Presentations** | * A current list of all papers and presentations related to teaching was given. These might include: teaching practices research, research related to the content being taught, etc. * One or two sample papers or presentations were included in the appendix | * The list of papers and presentations related to teaching was missing, incomplete, or out of date * Sample papers &/or presentations were missing from appendix |

**Material from Others** – weighting – 30-40%

|  |  |  |
| --- | --- | --- |
|  | **Meets Standards** | **Below Standard** |
| **Student Course Evaluations** | * Summary of highlights from course evaluations was given. This included both identified strengths as well as areas for improvement. Ideally, direct quotes from the evaluations were included. * Questions to consider when assessing: were there any special circumstances that affected the ratings, currency of the feedback, was data included from each class that was regularly taught, were data from all pivotal question included? * Copies of all course evaluation summaries were included in the appendix | * Highlights from course evaluations were missing or were too brief * Strengths &/or areas for improvement were missing from summary * Some or all of the course evaluation summaries were missing from the appendix |
| **Colleague Review of Teaching Materials** | * A brief summary of reviews of course materials was given. * Summary includes excerpts from reports by colleagues, which examined course syllabi, assignments, reading lists, text, and power point presentation. * Questions to consider when assessing: do the excerpts tie in with the teaching philosophy or methodology, what do these teaching materials say about the teaching and learning beliefs, what was significant about each, and how do the materials help the student learn? | * The summary of reviews of course materials was missing or incomplete * Excepts were missing from the summary |
| **Classroom Observation by Faculty Colleagues/ Administrator** | * Summary included excerpts from the observation reports. The summary included both identified strengths as well as areas for improvement. Ideally, direct quotes and dates from the observations were included * Questions to consider when assessing: how do excerpts connect with teaching philosophy and pedagogical methodology, and did any special circumstances (for example, room too noisy, too large, too small, too cold, too hot) interfere with teaching and learning during the observation? * Observation reports were included in appendix | * Highlights from class observations were missing * Strengths &/or areas for improvement were missing from summary * Some or all of the observation reports were missing from the appendix |
| **Teaching Honours and Other Recognition** | * A brief summary was given of any honours or awards received from colleagues, students, administration, or alumni * Copies of honours and awards were included in the appendix * Questions to consider when assessing: which teaching honours or other recognition have been won, who identified the instructor for this achievement, on what basis was the instructor selected? | * Summary was missing * Copies were missing from the appendix |
| **Contribution to the Department or Field** | * A brief summary was given of concrete ways that the instructor has contributed to the department or field. Summary included quotations from colleagues or administrators | * Summary was missing or was written in generalities |

**Products of Good Teaching and Student Learning** – weighting – 10%

|  |  |  |
| --- | --- | --- |
|  | **Meets Standards** | **Below Standard** |
| **Record of Students Who Succeeded in Advanced Study in the Field** | * A list of students who have gone on the success in higher-level course or were now employed in the field was given * Questions to consider when assessing: which of the instructor’s recent students have gone on to advanced study in the discipline, which were employed in the field, was there evidence of the instructor’s influence in students’ career choice or graduate school admission, and has instructor helped any students secure employment? | * List of student successes was missing |
| **Successive Drafts of Student Papers** | * A list of student papers which show improvements as a result of the faculty member’s comments and guidance was given * Specific examples were included in the appendix * Questions to consider when assessing: do examples show how student work might be improved, do the examples represent different levels of quality, and do the samples illustrate that the instructor was developing critical thinking skills? | * List of student papers was missing * Examples of student papers were missing from appendix |
| **Student Publications or Conference Presentation Prepared Under the Direction of the Faculty Member** | * A list of student publications and conference presentations prepared under the guidance and direction of the instructor was given * The list also included the following: what the instructor’s role was, and appropriate citations * Evidence was present in the appendix | * List of student publications and conferences was missing * Evidence was missing from the appendix |

**Appendix** – weighting – 10%

|  |  |  |
| --- | --- | --- |
|  | **Meets Standards** | **Below Standard** |
| **Materials Included and Organization** | * All items referenced in the body of the portfolio were included in appendix * Items chosen have been carefully and judiciously selected * The appendix was well-organized and was easy to use and follow. * The appendix supported the portfolio | * Some items cited in body of portfolio were missing from appendix * A multitude of items were randomly chosen * Appendix did not appear to be organized and was hard to follow * Not clear how the appendix was connected to the portfolio |

Adapted from:

Seldin, P., Miller, J. E., & Seldin, C. A. (2010). *The teaching portfolio: A practical guide to improved performance and promotion/ tenure decisions*. San Francisco, CA: Jossey-Bass.

Van Note Chism, N. (2007). *Peer review of teaching: A sourcebook*. San Francisco, CA: Anker Pub

**Assessment of Teaching Dossier**

|  |  |  |
| --- | --- | --- |
| **Percentage** | **Descriptor** | **Level** |
| 91-100% | Excellent | 7 |
| 81-90% | Very Good | 6 |
| 71-80% | Good | 5 |
| 61-70% | Average | 4 |
| 51-60% | Below Average | 3 |
| <50% | Fail | 2 |

**Appendix P: Sample Report**

**Peer Review of Teaching for Promotion Application**

Australian Learning & Teaching Council

http://www.adelaide.edu.au/teaching-projects/peerreview/documents.html#External

REPORT BY EXTERNAL PEER REVIEW TEAM MEMBER

**COVER SHEET**

(This sheet must be attached to external peer review reports)

The cover sheet and the External Peer Review Team Reports will be made available to the academic promotion committee that considers the applications for the corresponding promotion round. ***This cover sheet will not be returned to the applicant.***

|  |  |
| --- | --- |
| **Applicant** | |
|  | |
| Name: | |
| Peer Review ID for anonymity: | |
|  | |
| Faculty: | School: |
|  | |
| University: | |

**External Peer Review Team**

|  |  |  |
| --- | --- | --- |
| **Learning and Teaching Peer Reviewer** | | |
| Name: | Status: | |
|  | | |
| Faculty: | School: | |
|  | | |
| University: | | |
|  | | |
| Signature: | | Date: |

|  |  |  |
| --- | --- | --- |
| **Discipline Specific Peer Reviewer** | | |
| Name: | Status: | |
|  | | |
| Faculty: | School: | |
| University: | | |
|  | | |
| Signature: | | Date: |

**REPORT BY EXTERNAL PEER REVIEW TEAM MEMBER**

Learning and teaching reviewer 🞏

Discipline reviewer 🞏

|  |  |
| --- | --- |
| **Applicant** | |
| Peer Review ID: | |
| Faculty: | School: |
| University: | |

This report is intended to provide an academic promotion committee with a source of expert advice on the quality of the outcomes from an applicant’s learning and teaching activities, based on conclusions drawn from a careful analysis of the evidence provided in an applicant’s application for promotion.

The report does NOT include a recommendation that s/he should/should not be promoted.

The External Peer Review Team members, while adhering to the External Peer Review of Teaching processes and protocols outlined, should not feel constrained or restricted in their comments as they relate to the documentation presented for review. The following dimensions of learning and teaching activities would be appropriate for the teaching component of a promotion application. Since applicants will come from a variety of disciplines, the external review team will take into account the different formats that evidence may take in relation to different educational contexts.

1. Alignment of teaching practices with teaching philosophy

2. Effectiveness of teaching activity as evidenced through student engagement and outcomes

3. Effectiveness of curriculum and assessment design and development

4. Evidence of command of content in the discipline or field

5. Development of teaching based on feedback from sources such as students, peers, profession and/or community

6. Scholarly approach to learning and teaching; scholarly outcomes from research on learning and teaching

7. Effectiveness of leadership in learning and teaching

8. Recognition of contribution to learning and teaching

9. Other areas relevant to institutional priorities

* + 1. **General comments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dimensions of learning and teaching activity:** | **Quantity and quality of evidence** | | | | |
| **1. Alignment of teaching practices with teaching philosophy**  Your examples and comments: | No apparent alignment | Some alignment | Clear alignment | | Extensive alignment |
| 🞏 | 🞏 | 🞏 | | 🞏 |
|  | | | | |
| **2. Effectiveness of teaching activity as evidenced through student engagement and outcomes**  Your examples and comments: | No apparent examples | Some examples | Many examples | Extensive examples | |
| 🞏 | 🞏 | 🞏 | 🞏 | |
| Effectiveness not clear | Effective | Very effective | Exceptionally effective | |
| 🞏 | 🞏 | 🞏 | 🞏 | |
| **3. Effectiveness of curriculum and assessment design and development**  Your examples and comments: | No apparent examples | Some examples | Many examples | Extensive examples | |
| 🞏 | 🞏 | 🞏 | 🞏 | |
| Effectiveness not clear | Effective | Very effective | Exceptionally effective | |
| 🞏 | 🞏 | 🞏 | 🞏 | |
| **4. Evidence of command of content in the discipline or field**  Comments on quality of evidence presented: | No apparent evidence | Some evidence | Clear evidence | Extensive evidence | |
| 🞏 | 🞏 | 🞏 | 🞏 | |
|  | | | | |
| **Dimensions of learning and teaching activity:** | **Quantity and quality of evidence** | | | | |
| **5. Development of teaching based on feedback from sources such as students, peers, profession and/or community**  Your examples and comments: | No apparent examples | Some examples | Many examples | Extensive range of examples | |
| 🞏 | 🞏 | 🞏 | 🞏 | |
| Use of feedback not clear | Use of feedback satisfactory | Use of feedback good | Use of feedback exceptional | |
| 🞏 | 🞏 | 🞏 | 🞏 | |
| **6. Scholarly approach to learning and teaching; scholarly outcomes from research on learning and teaching**  Your examples and comments: | No apparent examples | Some examples | Many examples | Extensive examples | |
| 🞏 | 🞏 | 🞏 | 🞏 | |
| Quality not clear | Quality satisfactory | Quality good | Quality exceptional | |
| 🞏 | 🞏 | 🞏 | 🞏 | |
| **7. Effectiveness of leadership in learning and teaching**  Your examples and comments: | No apparent examples | Some examples | Many examples | Extensive examples | |
| 🞏 | 🞏 | 🞏 | 🞏 | |
| Effectiveness not clear | Effective | Very effective | Exceptionally effective | |
| 🞏 | 🞏 | 🞏 | 🞏 | |
| **8. Recognition of contribution to learning and teaching**  Comments on prestige of examples: | No apparent examples | Some examples | Many examples | Extensive examples | |
| 🞏 | 🞏 | 🞏 | 🞏 | |
|  | | | | |
| **Dimensions of learning and teaching activity:** | | | | | |
| **9.** Other areas relevant to institutional priorities  Your examples and comments: | | | | | |

**B. Your summary of the quantity and quality of evidence and outcomes presented in applicant’s documentation**

|  |
| --- |
|  |

**Appendix Q: Sample Outline for Summative Peer Review Report**

**OUTLINE FOR SUMMATIVE PEER REVIEW-OF-TEACHING REPORT**

**Brigham Young University, Provo, Utah**

**Retrieved from http://facultycenter.byu.edu/peer-review-teaching-0?destination=node%2F564**

**Suggestions**:

* Use the section headings of the review forms as the outline for the peer review report.
* Follow the expectations agreed upon in the department. Avoid interjecting personal “pet theories” of teaching or using one’s personal teaching practices as the department standard.
* Focus on the effectiveness of the course design and classroom teaching in *promoting* *student learning.*
* Be familiar with the statement of university expectations in [Section 3.3.2C of the University Rank and Status Policy.](http://www.byu.edu/fc/rank&status.html#P104_23137)
* Support evaluative statements with specific evidence, rationale, and examples.
* Include both positive and negative comments.
* It is very helpful to use some type of peer review form. The department chair can determine whether to attach these forms or report numeric averages from the forms.

|  |  |
| --- | --- |
| **I. Introduction (Peer Review Process)** | |
|  | • Who was involved? • When did the review take place? • What was evaluated?  • Course materials reviewed  • Classes observed  • What agreed-upon department evaluation criteria/standards were used? |
| **II. Review of Course Design** | |
|  | • Course Content • Teaching Materials • Learning Goals • Learning Activities • Learning Assessments |
| **III. Review of Classroom Instruction** | |
|  | • Organization • Instructional Strategies • Presentation Skills • Content Knowledge • Rapport with Students • Clarity |
| **IV. Conclusion (Overall Assessment)** | |
|  | • Summarize positive and negative assessments • Express overall professional judgment  • How much are students learning from this teacher? • How effective is this teacher in promoting student learning? • What is the likelihood that this teacher will continue to improve?  • Possibly comment on patterns or trends observed in peer review results |

1. Senate Committee on Curricular Affairs (2001). A clarification of ‘active learning’ as it applies to general education (Legislative). Located at http://senate.psu.edu/scca/curricular%20affairs%20reports/2-01%20CA%20RPT%202.pdf [↑](#endnote-ref-1)