

Evaluation of Teaching  
Peer and Self Assessment  
DRAFT 3/12/2021

Developed by the Academic Policy Council with input from ...

This document presents guidelines and recommendations to conduct peer assessment of teaching on a regular basis. These can be implemented at the college or department levels. Some colleges have already implemented a process.

Evaluation of Teaching should be matched with the modalities (in person, online, labs, flipped) and level of program (undergraduate, graduate, professional).

### Definitions

#### CBA

18.3d Peer Assessment. A faculty member has the right to have a peer or colleague to observe/visit the faculty member's teaching and to have an assessment of that observation/visitation included as part of the faculty member's annual report. The chair shall invite the peer evaluator, who may be within the University, a retired colleague, or a colleague in the same discipline from another university.

### Evaluation of Teaching

Rigorous, fair, unbiased evaluation of teaching is required on an annual basis as part of a faculty's annual evaluation and as part of an evaluation for tenure and/or promotion. The evaluation should be comprehensive and not solely be based on the end of course evaluations by students. The recommendation is to implement a review with three parts: 1) end of course evaluation (as they are currently done) to capture the student's voice, 2) a self-assessment (in conjunction with a peer review to capture the faculty's voice, and 3) a peer review of teaching to capture the peer's voice. A peer assessment should not be punitive and should be used to provide constructive criticism that can be used to improve teaching.

Additional documentation of a teaching vision and evidence can be collected in an educational portfolio which can be submitted in section 11 of the promotion and tenure packet.

### How is the assessment conducted?

The recommendation is that the faculty member first completes a self-assessment in which they can outline the goals for the course, the implementation and associated pedagogy, and other information to provide context. This self-assessment is provided to the peer evaluator(s) before a classroom visit.

### Frequency of Evaluation

Faculty (tenured, tenure-track, and non-tenure-track) should have a peer assessment of teaching 2-3 times before their next promotion. For a mid-term evaluation, at least 1 assessment should be conducted.

Reference: IFAS conducts 2 before mid term, 1 before tenure application, Vet Med conducts 2-3 evaluations per year, CoEd conducts 2 per tenure/promotion period.

Who conducts the evaluation?

The department chair shall invite the evaluator(s). The recommendation is to have a team of 2 evaluators, 1 evaluator with the disciplinary knowledge of the field of the course, and 1 evaluator with experience in evaluating pedagogy.

During the classroom visit, the evaluators will use a predefine rubric to assess the course. Any non-relevant sections of the rubric (depending on the type of course), can be omitted. The following examples of rubrics are provided:

- Center for Teaching Excellence
- CALS
- Vetmed

Results of the assessment

The results of the assessment are the rubric form with a free text (no more than one page) assessment. In the case of multiple evaluators, they will come to a consensus and present the results on one form.

DRAFT UF Rubrics

Source: Center for Teaching Excellence

# Self/Peer Review of Teaching

Course Information	
Course Title	
Term	
Course Number	
Course Section #	
Instructor	
Canvas Course URL	
Instructor email	

## Good Teaching Practices

Arthur Chickering and Zelda Gamson suggested a framework for quality teaching and learning in their 1987 article, "[Seven Principles for Good Practice in Undergraduate Education](#) (Chickering and Gamson)." This framework, coupled with the practices of the best teachers outlined in [What the Best College Teachers Do](#) (Bain) by Ken Bain has been used to create this outline to help evaluate and revise teaching practices in support of a high quality learning experience.

### How to use this outline

Course instructors can use this form each time the course is taught as a self-check and reflection upon the course activities and to provide peer reviewers with context. Faculty are encouraged to seek out formative peer review as means of ongoing professional development.

Departments and colleges may wish to customize this document to better meet their own needs. It is not expected that every course will have all elements listed under each principle, nor is this an exhaustive list of quality teaching and learning evidence. This document is not intended to replace any existing instruments, but to provide a starting point for departments or individuals who need a framework for review.

Instructors can facilitate peer review by including Canvas URLs to course content.

## Practice 1: Quality interaction between students and instructors

Students appreciate personal and individual contact with faculty. Faculty who effectively communicate passion for the discipline and a concern for student well-being inspire students to conquer learning challenges.

### Examples:

- Students are invited to contact the instructor regarding course materials or issues
  - Syllabus
  - Pre-course welcome video
- Course communication is open, ongoing and nonjudgmental
  - Classroom observation
  - Canvas discussions (Conversations/Inbox too?)
  - Announcements
- Instructor effectively communicates enthusiasm for the topic and teaching
  - Classroom observation

- Canvas announcements
- Video recordings
- Instructor presentations are dynamic and effective
  - Presentations are organized
  - Speech and diction are clear
  - Visual elements, if appropriate, are used
- Students are encouraged to exchange ideas and experiences
  - Classroom observation
  - Assignment instructions
  - Canvas discussion or announcements tool
- Instructor reaches out to students periodically
  - Canvas discussion or announcements tool
  - Invitation to office hours
  - Canvas “chat” sessions
- Instructor provides timely responses to questions
  - Instructor emails or announcements
- The course provides opportunities for students to interact with each other

<b>Evidence:</b>
<b>Strengths:</b>
<b>Areas for Improvement:</b>

## Practice 2: Reciprocity and cooperation among students.

Collaborative learning provides students with opportunities to help each other and themselves. These types of activities also help to prepare students to work effectively when they enter the workforce.

### Examples:

- Formal and informal discussions
  - Classroom observation
  - Canvas discussion tool
  - Clear discussion criteria
  - Quality discussion “model” provided to the students
  - Examples of instructor discussion facilitation
- Collaborative and group assignments
  - Classroom observation
  - Assignment instructions
  - Syllabus
- Study groups and learning communities
- “Icebreaker” activities to help students connect with others in the class

- Structuring course activities in a way that encourages mutual accountability through collaboration

<b>Evidence:</b>
<b>Strengths:</b>
<b>Areas for Improvement:</b>

### Practice 3: Active learning

The course provides frequent opportunities to learn by “doing.” The course material and assignments effectively prepare students for these opportunities.

#### Examples:

- Students create works appropriate to the course content and discipline
  - Writing
  - Oral presentations
  - Multimedia presentations
  - Individual/team in-class assessments
- Students have opportunities to:
  - Discuss or write about their learning
  - Reflect, apply, synthesize or evaluate (What about Create?)
  - Perform research as appropriate to the discipline
- Course supports individual student interests and professional goals by providing topic and/or assignment choices
  - Syllabus (Learning Objectives...)
  - Assignment instructions or handouts
  - ePortfolios
  - Discussion Forums

<b>Evidence:</b>
<b>Strengths:</b>
<b>Areas for Improvement:</b>

## Practice 4: Prompt feedback

Students learn best when helpful suggestions come reasonably soon after an assignment submission. This allows students to reflect and improve in time for the next assignment.

### Examples:

- Feedback policies are listed in the course syllabus
- Opportunities for one or more draft submissions
  - Course syllabus
  - Assignment instructions
- Assignment feedback is specific and helpful
  - Canvas assignment submission tool
- Grading criteria is clear
  - Course syllabus
  - Assignment rubrics
  - Gradebook is up-to-date (and aligns with syllabus assessment listing, program or UF grading scheme)
- Opportunities for assignment questions are provided
  - Class observation
  - Canvas discussion
- Student surveys ask for course improvement feedback
  - At least one survey at midterm
- Students receive feedback on their course progress periodically
  - At least one review at midterm
- Course supports appropriate academic integrity practices
  - Assignment instructions
  - Proctoring/test security practices (where appropriate)
  - Use of academic integrity tools (ProctorU, turnitin, etc.)

<b>Evidence:</b>
<b>Strengths:</b>
<b>Areas for Improvement:</b>

## Practice 5: Emphasize time on task

Time spent focused on course activities provide important benefits in student learning. The course provides students with information and recommendations to help them organize their time.

- The course assignments and schedule are available at the start of the term (Important!)

- Take student demographics and commitments into account when planning assignment deadlines
- At the start of the term, provide an estimate of the time that will be required each week
  - Emphasize that this is a “minimum”
  - Syllabus
  - Announcement
  - Identify Optional versus Required Resources
- Where possible, provide students with an approximate time to complete an assignment
  - Provide recommended viewing and/or completion dates for readings and lectures to prepare for class activities
- Assignment feedback suggests areas where students should focus
- Provide study tips
- Provide reminders of assignment deadlines
  - Canvas announcements
  - Analytics (notify everyone who...has not yet completed the assignment)

<b>Evidence:</b>
<b>Strengths:</b>
<b>Areas for Improvement:</b>

## Practice 6: Communicate high expectations

Successful teachers “expect more” out of their students in terms of course work quality. Clearly communicate expectations and provide examples of quality work. Streamline course work and provide support to move students towards the course goals.

### Examples:

- Clearly outline the skills/knowledge that are expected from students entering the course
  - Is there remediation for those who may not meet expectations?
  - Are enabling objectives/prerequisite skills noted and/or assessed at the onset of the course?
- Course goals are clearly stated
  - Instructions describe how each assignment will help students reach the course goal(s)
  - Do Learning Objectives exist throughout to show alignment each area of instruction or activity?
  - Syllabus
  - Canvas course site
- Instructions are clear
  - Assignment directions
- Frequent feedback helps to move students towards the course goal(s)
  - Canvas assignment tool



- Use of Rubrics
- Students are challenged to work deeply, thoughtfully, and creatively
  - Assignment examples (student ID data redacted)
  - Assignment instructions
  - Assignment feedback
- Critical and probing questions are used frequently to help students examine course assignments and activities
  - Class observation
  - Canvas discussion
  - Sample Exam or online Assessment questions
- Examples of high and low quality work are provided and discussed
  - Class observation
  - Canvas course site

<b>Evidence:</b>
<b>Strengths:</b>
<b>Areas for Improvement:</b>

## Practice 7: Respect diverse talents and ways of learning

Your students bring a wealth of personal experience to the classroom. Likewise, students may have varying proficiency with the course tasks. A quality learning environment recognizes these differences and provides students with opportunities to improve in areas that need development as well as to share strengths.

### Examples:

- Course uses a variety of instructional materials
  - Inclusion of images, charts and video where appropriate
  - Possible inclusion of technology tools to support learning
  - Course materials are inclusive whenever possible or reflect diverse or global perspectives
  - Use of Open Educational Resources where appropriate
  - Ancillary web resources
- A variety of activities, assignments and assessments
  - Syllabus
  - Canvas assignments
  - Individual and team projects
- Opportunities for personalized assignments
  - Examples of opportunities for flexibility, creativity
  - Assignment instructions
- Supplemental materials that can provide remediation
  - Canvas course site

- Ungraded self-assessments based upon course content for repeated practice
- Timely and meaningful feedback for improvement
  - Canvas assignments
- Positive and inclusive environment with sensitivity to the diverse needs of students
  - Class etiquette and netiquette guidelines are provided in course welcome information
  - Class observation
  - Canvas discussions
  - Student feedback
- Encouragement is provided when needed; support structures are in place and evident to learners
- All course material, including publisher content, is accessible to screen reader technology
- Policies and procedures for accommodations are stated in the course syllabus

<b>Evidence:</b>
<b>Strengths:</b>
<b>Areas for Improvement:</b>

## Practice 8: Expertise in subject and teaching

It is critical for instructors to be passionate about their chosen field of study. Providing students with appropriate and current material is key in preparing students to enter the discipline. Instructors evaluate course materials, outcomes and teaching techniques regularly.

### Examples

- Course material is current
  - Canvas course site
  - Readings, resources and other course material
  - Syllabus
  - Lectures or online videos
- Instructor readily responds to content questions
  - Classroom observation
  - Canvas discussion
- Course activities provide students with the skills for keeping current in the field
- Instructor evaluates course materials
  - Self-review of student feedback and assessments
  - Review of learning outcomes
  - Student evaluations
  - Other student feedback
- Instructor reviews teaching practices regularly
  - Self-review of course such as this document

- Student feedback and resulting changes to course
- Participation in campus faculty development activities
- Evidence of consultation/ collaboration with Instructional Designer and/or Curriculum Specialist

<b>Evidence:</b>
<b>Strengths:</b>
<b>Areas for Improvement:</b>

## General Comments

Use this section for observations that are not covered under the previous practices.

### Examples

- Challenges and affordances of the physical classroom
- Appearance and design of Canvas course site (see the [UF + Quality Matters Standards](#))

<b>Evidence:</b>
<b>Strengths:</b>
<b>Areas for Improvement:</b>

## References

- Bain, Ken. *What the Best College Teachers Do*. Cambridge: Harvard University Press, 2004. Print. <<http://www.hup.harvard.edu/catalog.php?isbn=9780674013254>>.
- Chickering, Arthur W. and Zelda F. Gamson. "Seven Principles for Good Practice in Undergraduate Education." *AAHE Bulletin* (1987): 3 - 7. print. <<http://files.eric.ed.gov/fulltext/ED282491.pdf>>.
- Taylor, Ann. "Faculty peer Review of Online Teaching." 2016. *Penn State College of Earth and Mineral Sciences*. Web. 10 May 2016. <<http://facdev.e-education.psu.edu/evaluate-revise/peerreviewonline>>.

## College of Agricultural and Life Sciences Rubric and guidance

## Peer Teaching Assessment Instructions

Peer observation is important for improving teaching and assessing teaching effectiveness. This set of peer teaching assessment instructions and the ***Peer Teaching Assessment Form*** for recording observations and suggestions are provided to assist peer teaching assessment committee members in conducting assessments of instructors in the College of Agricultural and Life Sciences. Assessments should be based on observing the instructor in face-to-face courses or in online courses, and focused on educational methods, rather than specifically on the course content. Course content review should be handled at the department level. (A separate course content assessment is recommended during the tenure and promotion process, as outlined in the section titled ***Suggested Procedures for External Course Content Assessment.***)

The peer teaching assessment should be based on a thorough examination of the faculty member's syllabus, classroom or online presentations, laboratory or online exercises, assignments, exams, and supporting materials. Each peer teaching assessment committee member should attend at least two class meetings/lectures; for online courses, individual peer committee members should review at least two online modules or lessons.

The ***Peer Teaching Assessment Form*** encompasses assessment of three key course components:

- 1) Course organization and instructor preparation
- 2) Course goals, objectives, and activities
- 3) Learning environment

While all three components should be assessed for all courses, some specific assessment elements may not be appropriate for a specific course. The reviewer should use the ***Peer Teaching Assessment Form*** to record observations and provide suggestions for improvement, where appropriate. The following outline lists the criteria that should be considered in the course assessment.

### Section 1: Course Organization and Instructor Preparation

- Topics covered in the course are presented in a logical progression in the syllabus.
- All written instructions are clear, well-organized, and easy to understand on course materials (syllabus, assignments, and assessments).
- A description of how the instructor provides feedback to students is included in course materials.
- Assessment criteria are clear, the grading system is well defined, and grading scale values are explained in the syllabus.
- The syllabus meets all CALS and UF requirements and is posted online.

### Section 2: Course Goals, Objectives, and Activities

- Course goals and objectives in the syllabus are clearly stated and measurable.
- Course goals and objectives in the syllabus are appropriate to the course level.

- Expectations for student performance in the syllabus and in course assignments are clearly defined.
- Assignments draw on course content and are designed to build student knowledge and skills.
- Course activities and content help students develop critical thinking skills and achieve appropriate levels of cognitive achievement.

### Section 3: Learning Environment

- The instructor provides opportunities for dialogue/interaction between students and the instructor.
- The instructor provides opportunities for students to be actively engaged in the learning process through methods such as exercises, questioning, student presentations, discussions, and interactive activities.
- The instructor provides opportunities for students to interact with other students through such methods as group projects, discussions, and peer review.
- The instructor uses a range of teaching activities and techniques to address differences in student learning styles, drawing on those that are appropriate to course content. These may include readings, lectures, student projects, audio-visual materials, and various forms of student interactions.
- The instructor displays verbal and non-verbal behaviors that bring the instructor and students closer together (see website for examples of teacher immediacy behaviors).

# Peer Teaching Assessment Form

Instructor's name: \_\_\_\_\_  
Course number: \_\_\_\_\_  
Course title: \_\_\_\_\_  
Reviewer's name: \_\_\_\_\_  
Date(s) of course observation: \_\_\_\_\_

## Section 1: Course Organization and Instructor Preparation

Meet with the course instructor to gain insights and information about the course that will assist you with the assessment. Review the course syllabus, assignments, required and recommended readings, and course assessments.

- Topics covered in the course are presented in a logical progression in the syllabus.
  - General Observations:
  - Suggestions for Improvement:
- All written instructions are clear, well-organized, and easy to understand on course materials (syllabus, assignments, and assessments).
  - General Observations:
  - Suggestions for Improvement:
- A description of how the instructor provides feedback to students is included in course materials.
  - General Observations:
  - Suggestions for Improvement:
- Assessment criteria are clear, the grading system is well defined, and grading point values are explained in the syllabus.
  - General Observations:
  - Suggestions for Improvement:

## Section 2: Course Goals, Objectives, and Activities

Meet with the course instructor to gain insights and information about the course that will assist you with the assessment. Review the course syllabus, assignments, required and recommended readings, and course assessments.

- Course goals and objectives in the syllabus are clearly stated and measurable.
  - General Observations:
  - Suggestions for Improvement:
- Course goals and objectives in the syllabus are appropriate to the course level.
  - General Observations:
  - Suggestions for Improvement:

- Expectations for student performance in the syllabus and in course assignments are clearly defined.
  - General Observations:
  - Suggestions for Improvement:
- Assignments draw on course content and are designed to build student knowledge and skills.
  - General Observations:
  - Suggestions for Improvement:
- Course activities and content help students develop critical thinking skills and achieve appropriate levels of cognitive achievement.
  - General Observations:
  - Suggestions for Improvement:

### **Section 3: Learning Environment**

Observe the classroom at least two times or review at least two online modules/content sections to complete this section of the assessment. Meet with the instructor prior to attending the class for a face-to-face course to determine the times to observe which best reflect the range of activities and teaching styles utilized in the course.

- The instructor provides opportunities for dialogue/interaction between students and the instructor.
  - General Observations:
  - Suggestions for Improvement:
- The instructor provides opportunities for students to be actively engaged in the learning process through methods such as exercises, questioning, student presentations, discussions, and interactive activities.
  - General Observations:
  - Suggestions for Improvement:
- The instructor provides opportunities for students to interact with other students through methods such as group projects, discussions, and peer review.
  - General Observations:
  - Suggestions for Improvement:
- The instructor uses a range of teaching activities and techniques to address differences in student learning styles, drawing on those that are appropriate to course content. These may include readings, lectures, student projects, audio-visual materials, and various forms of student interactions.
  - General Observations:
  - Suggestions for Improvement:
- The instructor displays verbal and non-verbal behaviors that bring the instructor and students closer together (see website for examples of teacher immediacy behaviors).
  - General Observations:
  - Suggestions for Improvement:



# Suggested Procedures for External Course Content Assessment

## **Introduction:**

Although not part of the formal peer teaching assessment process, it is strongly recommended that external reviewers assess an instructor's course content as part of the tenure and promotion process. The tenure and promotion external reviewers should be provided with links to the instructor's online syllabuses of undergraduate and graduate courses, in order to assess the instructor's course content and relevance, based on the syllabuses provided. The external reviewers' comments regarding the instructor's course content should be integrated into the tenure and promotion letters written by the external reviewers.

## **Purpose of External Review of Course Content:**

The overall goal of the external course content assessment is to enhance course content. The external reviewers examine and, when appropriate, make suggestions for improving the currency, completeness, relevancy, and accuracy of the material covered in the course, including textbooks, topics covered, and sequencing of topics, based on the information provided in the syllabus (topics, readings, audio-visual presentations, and other sources of information for the student).

## **Rationale for External Review:**

Given the specialized nature of much of what faculty members teach in the College of Agricultural and Life Sciences, internal reviewers often do not have the subject-matter expertise needed to provide in-depth review of specialized course content. External reviewers who are experts in the subject matter under review can be particularly helpful in assessing the degree to which an instructor presents relevant and innovative content.

## **What Is Reviewed:**

Undergraduate and graduate course syllabuses, which include the course description, goals and objectives, readings list, textbook, course topics, and descriptions of assignments.

## **Reviewer's Comments to Unit Leader:**

Each reviewer provides the unit leader with written feedback as part of the tenure and promotion review letter that summarizes strengths, any areas of concern, and any recommendations for improving course content. The reviewer should base his/her report on the review criteria provided below, creating a summative review that addresses both the strengths and weaknesses of course content as a whole.

## **Review Criteria:**

Based on reading the course syllabuses, the reviewers should consider the following questions in developing a portion of the review letter that will be provided in the tenure and promotion document related to the instructor's course content:

- To what extent is the content comprehensive and appropriate for the course level? What suggestions, if any, do you have to improve this?
- To what extent does the instructor cover topics in a depth that is appropriate for students in the course? What suggestions, if any, do you have to improve this? (NOTE: It is recommended that a brief description of the student enrollment for the course be included in materials provided to external reviewers.)

- To what extent is the content accurate and reflects current thinking and contemporary research in the subject matter? If not, how could the instructor improve the accuracy or currency of the course content?
- To what extent is the course well organized? To what extent are the topics presented in a logical order where later knowledge builds on what is learned earlier? If not, what suggestions do you have for strengthening and improving the organization?
- To what extent do the descriptions of assignments and class activities, such as laboratories or field experiences, reflect the content of the course as described in the syllabus?
- To what extent do the activities and assessments meet the goals and objectives for the course?
- What are the strengths of the content of this course?
- What may be weaknesses of the content of this course? What suggestions do you have for addressing these weaknesses?
- How does the content of this course compare and contrast to similar courses taught by faculty members at your institution?

# College of Veterinary Medicine Rubric

**Peer Evaluation of Didactic Teaching**  
**College of Veterinary Medicine, University of Florida**

Lecturer: \_\_\_\_\_ Course: \_\_\_\_\_ No. students present: \_\_\_\_\_  
Lecture location: \_\_\_\_\_ No. students expected: \_\_\_\_\_  
Lecture title: \_\_\_\_\_ Date of lecture: \_\_\_\_\_

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<b>Evaluation Criteria</b>	Superior	Satisfactory	Needs	Unsatisfactory
	Strong	Improvement		NA

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**Lecture Delivery**

- Clearly identified lecture objectives
- Communicated ideas and information effectively
- Demonstrated enthusiasm for the subject
- Stimulated student interest in lecture material
- Presented material in an organized and logical manner
- Emphasized practical application of material when appropriate
- Established effective eye contact with class
- Ability to hold students' attention
- Encouraged independent, creative, and/or critical thinking
- Demonstrated respect and concern for student questions
- Voice quality was effectively used during lecture
- Lecture material was summarized or brought to conclusion
- Lecture facilitated student learning

**Lecture Content**

- Lecture content was considered relevant
- Lecture content was considered up-to-date or current
- Lecture was delivered at the appropriate level for this class
- A sufficient amount of material was included in the lecture

**Lecture Visual, Audio, and Handout Materials**

- Used slides or overhead projections appropriately and effectively
- Used audible materials appropriately and effectively
- Quality of handout material, lecture notes, etc.

**Overall Rating of Lecture Presentation**

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Areas in which teaching could be improved and miscellaneous comments regarding teaching effort:

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

