Evaluation of Teaching
Peer and Self Assessment
DRAFT 3/5/2021
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.

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.

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
- Penn State

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.

A Peer Review Guide for Online Courses at Penn State

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.

Evaluating Online Teaching: Implementing Best Practices Tobin et al.; Jossey-Bass, 2015

Principle 1: Good practice encourages contact between students and faculty.	Feedback for the Instructor
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.	**Evidence Found:**
Examples of evidence to look for:	**Strengths:**
• 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:	**Areas for Improvement:**
• 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	

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Principle 2: Good practice develops reciprocity and cooperation among students.	**Feedback for the Instructor**
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.	**Evidence Found:**
Examples of evidence to look for:	**Strengths:**

• Regular opportunities for students to engage in one or more of the following activities:
     o Formal and/or informal discussions of course topics
     o Collaborative course assignments
     o 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	**Areas for Improvement:**
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	

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Principle 3: Good practice encourages active learning.	**Feedback for the Instructor**
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.[i]	**Evidence Found:**
Examples of evidence to look for:	
• Student activities that involve one or more of the following[ii]:	
o Active use of writing, speaking, and other forms of self-expression	**Strengths:**
o 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)	
o Engagement in collaborative learning activities	
o Application of intercultural and international competence	
o Dialogue pertaining to social behavior, community, and scholarly conduct	
o 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	
o Think, talk, or write about their learning	
o Reflect, relate, organize, apply, synthesize, or evaluate information	
o Perform research, lab or studio work, or physical activities	
o Participate in, design, or develop educational games and simulations.	
Where to look:	**Areas for Improvement:**
• 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	

Evaluating Online Teaching: Implementing Best Practices Tobin et al.; Jossey-Bass, 2015

Principle 4: Good practice gives prompt feedback.	Feedback for the Instructor
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	**Evidence Found:** **Strengths:** **Areas for Improvement:**

Evaluating Online Teaching: Implementing Best Practices Tobin et al.; Jossey-Bass, 2015

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:

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Principle 6: Good practice communicates high expectations.	Feedback for the Instructor
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	**Evidence Found:** **Strengths:** **Areas for Improvement:**

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Principle 7: Good practice respects diverse talents and ways of learning.	Feedback for the Instructor
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	**Evidence Found:** **Strengths:** **Areas for Improvement:**

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

[ii] 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

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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

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

Evidence:
Strengths:
Areas for Improvement:

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
    - o   Classroom observation
    - o   Canvas discussion tool
    - o   Clear discussion criteria
    - o   Quality discussion "model" provided to the students
    - o   Examples of instructor discussion facilitation
- Collaborative and group assignments
    - o   Classroom observation
    - o   Assignment instructions
    - o   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

Evidence:
Strengths:
Areas for Improvement:

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

Evidence:
Strengths:
Areas for Improvement:

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.)

Evidence:
Strengths:
Areas for Improvement:

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)

Evidence:
Strengths:
Areas for Improvement:

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

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

Evidence:
Strengths:
Areas for Improvement:

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

Evidence:
Strengths:
Areas for Improvement:

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

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

Evidence:
Strengths:
Areas for Improvement:

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)

Evidence:
Strengths:
Areas for Improvement:

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>.

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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?

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: _____

Evaluation Criteria	Superior		Satisfactory	Needs	Unsatisfactory	
		Strong		Improvement		NA

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

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

Evaluator: _____ Date: _____

*This evaluation is to be conducted at the request of either the faculty member or the chair, but peer evaluation of each faculty member's instructional activities shall be conducted at least every third year. FAC6C1-7.10, Revised, April 1999

PEER EVALUATION OF CLINICAL ENCOUNTERS

Faculty Member (print name)

		Poor	Fair	Good	Very Good	Excellent	Not Applicable	Not Observed
(Circle Response)								
1.	Demonstration of patient centered model at all levels – history, PE, assessment and plan	1	2	3	4	5	N/A	N/O
2.	Timeliness and efficiency of rounds/clinic time	1	2	3	4	5	N/A	N/O
3.	Productive use of interdisciplinary team/resources	1	2	3	4	5	N/A	N/O
4.	Incorporation of guidelines and evidenced-based medicine into clinical practice	1	2	3	4	5	N/A	N/O
5.	Involvement of patients and learners in the assessment and treatment plan process	1	2	3	4	5	N/A	N/O
6.	Clarity of treatment plan developed with team	1	2	3	4	5	N/A	N/O
7.	Communication to the patient of treatment plan, available resources and follow-up	1	2	3	4	5	N/A	N/O
8.	Enthusiasm for patient care	1	2	3	4	5	N/A	N/O
9.	Awareness/review of practice specific quality indicators	1	2	3	4	5	N/A	N/O
10.	Competency in use of EMR (notes, referrals, orders)	1	2	3	4	5	N/A	N/O
11.	Professional characteristics when interacting with patients and learners (maturity, respectfulness, encouragement, humility, responsiveness to questions)	1	2	3	4	5	N/A	N/O
12.	OVERALL ASSESSMENT	1	2	3	4	5		

General Comments: _____

Strengths:_____

Suggestions for improvement:_____

_____

_____

_____

_____   _____

Date   *Evaluator*

Setting of observation   Participants in Encounter (mark all that apply)
___ Hospital   ___ ED   ___ Patient   ___ Family
___ Out-patient clinic   ___ Other Faculty   ___ Residents   ___ Students
___ Surgery   ___ Health Care Team   ___ Other: _____
___ Non-Surgical Procedure
___ Other:_____

I acknowledge that I have received a copy of this form: _____

Signature of Faculty Member

Please review with faculty member and return to departmental administrator