



# Evaluating Teaching Effectiveness Task Force

December 30, 2015

## Overview: Peer Review of Teaching

**Objectives:** Improve teaching effectiveness and provide evidence of teaching effectiveness for evaluation processes.

### PROCESS FOR SELECTION OF PEER EVALUATORS

(1) Instructor option; (2) Administrator option; (3) Combination of (1) and (2). In most disciplines for which the evaluation is being conducted, the evaluator has expertise in the subject although this requirement may not be consistently required. A few units utilize a specifically designated trained reviewer across all units.

### EVALUATION PROCESS DETAILS

- a. Observation of Classroom Teaching: Perceived appropriateness of materials and methods; depth of material covered; correlation of topics with course syllabus and learning outcomes for course; currency of the material presented. Interaction with instructor by reviewing syllabus and course goals prior to evaluation enhances experience.
- b. Evaluation of course materials: Review of materials used in the class can provide a more in-depth assessment of the course and therefore more useful feedback to the instructor.
- c. Peer reviewers should work one-on-one with instructor in contrast to “committee of peers.” Results should be shared only with instructor. Report by peer reviewer should outline suggestions for improving teaching effectiveness.
- d. Training of reviewers and use of a standardize assessment template (many available) will improve quality and consistency of information collected.

### FACTORS TO CONSIDER IN IMPLEMENTING PEER REVIEW

- a. Time allotted to peer evaluations can be extensive and therefore could be burdensome to reviewers
- b. Reviewers’ efforts must be seriously recognized
- c. Process has to be non-judgmental
- d. Feedback to Department chairs/deans should not reflect nature of review—merely that exercise was completed.
- e. Instructor resistance to peer evaluations exists for various reasons (Berk, 2005)
- f. Peer evaluations should be regular—a one-time classroom review may be insufficient
- g. Departments/Colleges should consider development of processes/policies for peer evaluation
- h. Literature generally discourages use of student evaluations as part of peer evaluations

- i. “The evidence for peer’s effectiveness in broadened evaluative roles is scant and inconsistent. – article calls for caution regarding roles that peers should assume in evaluating teaching. – questioned whether it is the “right thing to do.” (Burns, 1998)
- j. Creation of peer teaching discussion groups usually viewed as positive aspect of process

#### RESOURCES REQUIRED

- a. Training of reviewers by TILT as to what should be focus of assessment
- b. Standardized templates recommended by TILT tailored when appropriate to units