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# PEER REVIEW & FRAMEWORKS

Models and Rubrics

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# TEACHING EFFECTIVENESS POLICY

- Instituted in Fall 2024, individual unit plans/procedures in development



- Teaching Effectiveness Tools: <https://go.uncg.edu/teachingeffectiveness>



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# HOW TEACHING IS DEFINED

- Broadly...
    - All organized courses
    - Clinical instruction and supervision
    - Experiential instructional spaces
    - Mentoring and advising
    - Community-engaged teaching
    - Instructional Efforts: developing course materials
    - Supervision of research
    - Directing of co-curricular
    - Internships and experiential learning
    - Supervision of graduate instructors and assistantships
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# DEFINING TEACHING EFFECTIVENESS

- UNC System Board of Governors’ “expectation that teaching should be the first consideration of all UNC institutions”
- “student-centered learning and assessment experiences aligned with clearly articulated learning objectives...

[Elements of courses](#)

- “fosters critical, analytical, and creative thinking...

- “ensures all students can participate fully...

[Accessibility, UDL](#)

- “implements regularly revised content via pedagogical techniques that are current, research-informed, and rigorous...

[Professional development, ongoing practice of teaching](#)

- “reflect in course design, student outcomes, reflective teaching practice, and professional development.”

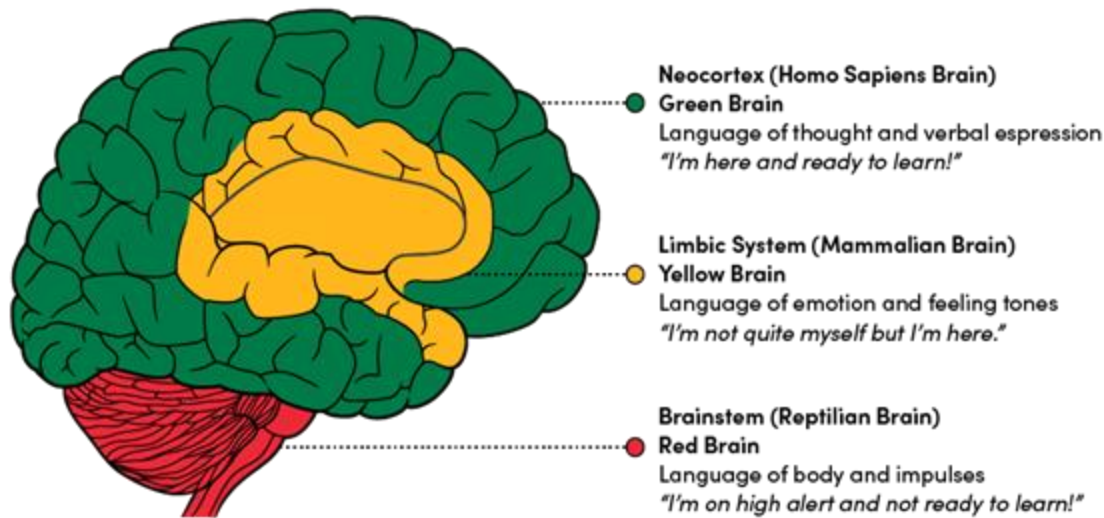
[Scope of teaching practice](#)

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# DEVELOPING AN EVALUATION OF TEACHING EFFECTIVENESS PROCESS

- Define teaching for your unit
- Define what effective teaching looks like for your unit
- Attend to Transparency and Choice when possible:



Modified from: [Carello, 2020](#). See also this document with [examples](#).

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# POTENTIAL OF PEER REVIEW

- Can often offset the inequity of other teaching evaluations (i.e., course evaluations)
- Develop collegial relationships and shared unit-values for teaching and learning
- Help instructors identify potential blind spots and new perspectives on student learning
- Feedback is often easier to receive as formative
- Provide evidence and examples of high-quality instruction in context
- Promotes autonomy and self-regulation by instructors

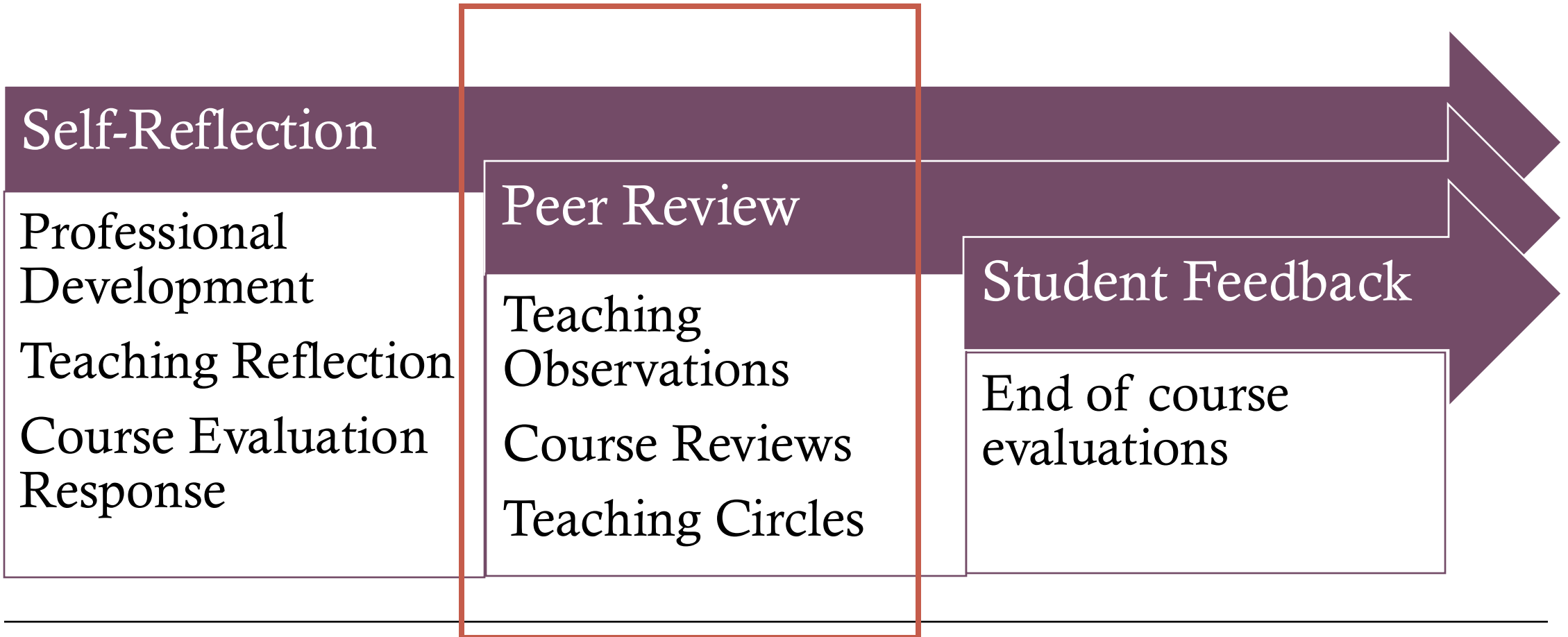
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# CHALLENGES WITH PEER REVIEW

- Perceived power dynamics between instructors of varied rank
- Lack of unit or institutional direction/structure to frame peer review
- Judgement from peers
- Concerns that varied teaching styles will be misunderstood or represented incorrectly
- Concerns that peers are not effectively trained or qualified to offer a peer review
- Time requirements and expectations
- Lack of clarity of what should be reviewed and what is quality teaching
- From UNCG faculty/instructors: Peer review is unstructured and busy work

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# ADDING CHOICE





CREATING A TEACHING EFFECTIVENESS FRAMEWORK

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# WHY TEACHING EFFECTIVENESS FRAMEWORKS AND RUBRICS



Communicate unit strategic teaching goals and their relationship to student success



Clear shared understanding of teaching effectiveness and expected defined behaviors



Explore additional means for measuring teaching effectiveness (e.g., peer review and self-reflection)



Support instructors in their use Course Evaluation data to improve teaching practice



Identify professional development goals and opportunities in support of teaching goals

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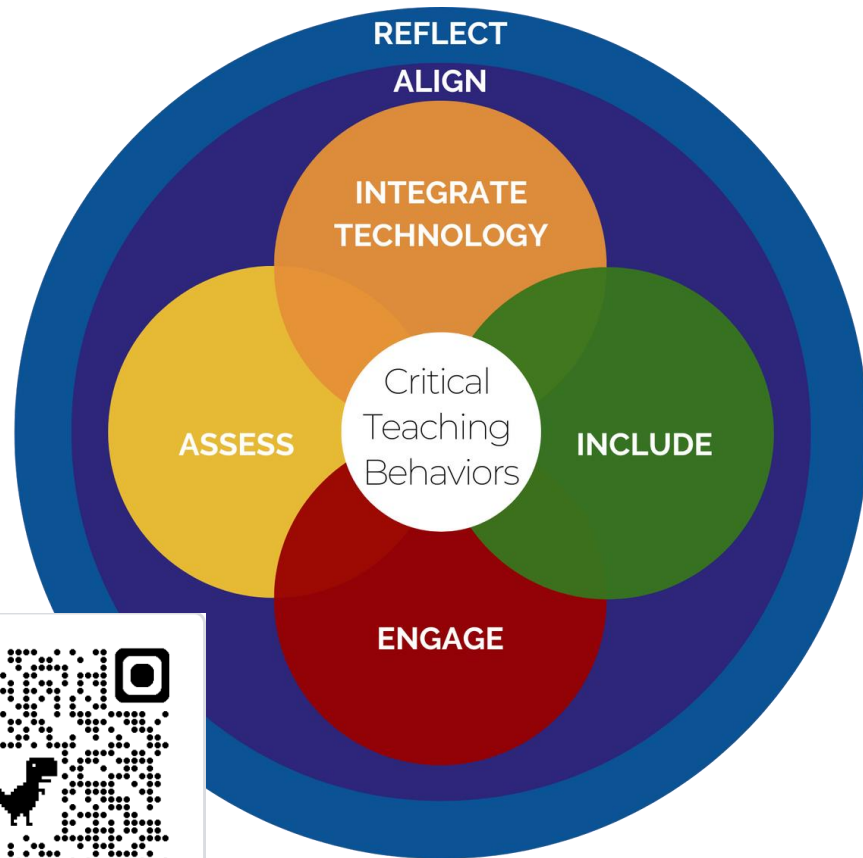
# TEACHING EFFECTIVENESS FRAMEWORKS OR FRAMEWORKS FOR EVALUATING TEACHING

- There are a plenty...
  - [Benchmarks for Teaching Effectiveness](#)
  - [Critical Thinking Behaviors](#)
  - [Holistic teaching Evaluation Framework](#)
  - [Framework for Assessing Teaching Effectiveness \(iFate\)](#)
  - [Quality Teaching Standards](#)
  - [Framework for Teaching Assessment](#)
  - [Elements of Effective Teaching](#)



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# CRITICAL TEACHING BEHAVIORS FRAMEWORK



- The Critical Teaching Behaviors (CTB) framework provides a scholarly-based approach to documenting and evaluating teaching for the purposes of annual review and promotion and tenure.
- Focuses on observable behaviors and strategies
- Creates common language and definitions from research on teaching within higher education
- Framework/rubric outlines behaviors in each category
- Provides samples for peer review, self-reflection

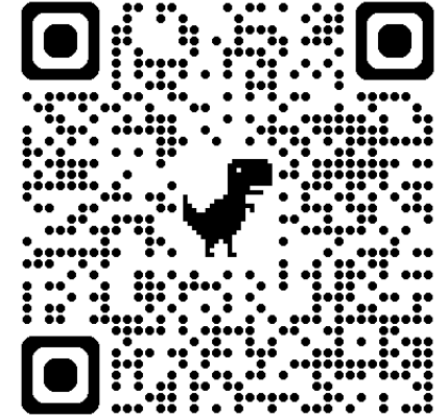




PEER REVIEW IDEAS AND QUESTIONS

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# RESOURCES ON PEER OBSERVATION



## [UTLC Resources on Peer Review/Observation](#)

Site includes examples of peer observation, information on [departmental self-study](#), [research-based observation protocols](#), resources on developing a [department teaching profile](#), [templates for reporting](#), and more...

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# TYPES OF PEER OBSERVATION

- **Teaching material review** is often the best option for online instruction, and includes the review of course digital presence (i.e., Canvas), communication with learners, materials created for a course, and course activities.
  - **Traditional peer observations of teaching** typically includes a three-part process:
    - Pre-observation consultation,
    - Observation,
    - Post-observation follow-up
  - **Teaching Squares, Triangles, Dyads** approach features an ongoing observation relationship between instructors. Using instructor clusters (e.g., four, a square; three, a triangle; or two, a dyad), instructors agree to observe each others teaching several times throughout the semester and provide ongoing dialogue about teaching.
    - Instructor clusters submit a shared observation report in lieu of a peer observation. The [Institute for Teaching and Learning at Colorado State](#) provides a good framework for this process.
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# QUESTIONS TO ASK & ANSWER:

The Teaching Effectiveness Workgroup developed common questions for unit consideration regarding peer review:

- Who is eligible to conduct peer reviews and peer observations?
    - Does it have to be a peer of equal or higher rank? Can someone from another unit (e.g., the UTLC or other department) conduct the peer review?
  - What are the shared guidelines used by peer reviewers in your unit?
    - What should they be looking for in course or Canvas observations, and how are other important course components, such as the syllabus, student feedback, or student work products included?
  - How will the results of the peer review or observation be recorded and shared with the faculty member? *The UNC System policy and UNCG policy require that the review have a written output allowing the reviewed faculty member the opportunity to respond.*
  - How often will the peer review or observation be conducted?
    - Note that units can require more frequent reviews than the UNCG policy mandates, but not less.
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# CRITERIA TO CONSIDER

- Do you need multiple Observation criteria/frames:
    - Attending to varying course types (e.g., labs, online, traditional, discussion, clinical, etc.) and corresponding teaching styles
    - Adaptable to meet individual instructor concerns with teaching, bringing instructor authorship to the process
  - How will you clarify the role of the observer and the observed, how will their processes differ?
  - How does the process encourage reflection and create a formative approach to teaching effectiveness?
  - How will the data be used? Will it inform how professional development is outlined in the instructor annual planning and workload?
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# RESEARCH-BASED OBSERVATION PROTOCOLS

- Structured documentation of observable course-behaviors:
  - Document instructor and student behavior every two minutes (e.g., answering questions, amazon shopping, etc.)
  - Outlines specific learning/teaching behaviors:
    - Discussion, lecture, activities, peer-to-peer, question asking/answering, etc.
- Graphable data on course environment, providing instructor with clear visual of what is happening
- Models for traditional courses, online courses, labs and clinical spaces
- Research-verified, internationally-recognized



- [COPUS](#)
- [LOPUS](#)
- [SPOT](#)
- [BERI](#)
- [TDOP](#)



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## QUESTIONS FROM CTB FOR FRAMING THE CONVERSATION (PG. 122)

- How is the instructor presenting information? Instructor's tone?
- Are the students engaged/disengaged in learning and how are they engaged? Are opportunities embedded throughout the class/module?
- What does behavior (instructor/learner) indicate about the environment? How does the environment feel (e.g., inviting, rigid, etc.)?
- Instructor's use of technology
- Does the class structure and activities appear coherent, scaffolded toward a task or goal?
- How does the course achieve the learning outcomes for the lesson? (are there learning outcomes for the lesson?)

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# UPCOMING WORKSHOPS



**April 15 1pm – 2:30pm**

Teaching Effectiveness:  
Beyond Course Evaluations

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