

Peer Teaching Evaluation Procedure

The following are suggestions for the smooth operation of a teaching evaluation team. These suggestions were assembled after an SVM pilot team performed a pilot evaluation of each other's teaching.

Procedure

“Each instructor will select a course in which they currently teach for evaluation. All instructors on a team will mutually evaluate each others’ teaching efforts.

To accomplish this, the team will plan the following meetings:

- 1.) Instructors meet to share and review their course material. Written information should be provided by each of the team members describing the course, educational objectives, enrollment characteristics of the students, and a self-evaluation of the individual's teaching efforts. Copies of student evaluations and course materials will be provided to the team members. This may include course outlines, syllabi, reading lists, assignments, quizzes and exams, and any material the instructor deems pertinent to his/her teaching efforts.*
- 2.) The instructors visit each others’ classrooms. If feasible, the team evaluators should visit during the same class period. The timing of the classroom visits will be mutually agreed upon.*
- 3.) The instructors meet to discuss their observations. After this meeting, the SVM Instructor Peer Teaching Evaluation form (attached) is completed by each evaluator.” (FD 2000-1)*

General comments

The designated team leader calls an organizational meeting. The organizational meeting only needs to take place when the team is newly formed. The team may elect to appoint a different leader than the designated person.

Try to have the three meetings in a relatively short time span. It is hard to remember the details you have seen in the first meeting or the lecture visits if those are weeks or months behind you. If two people teach in the same semester, try to organize the two lecture visits close together, so you can have only *one* third meeting for those two people.

Read through the material and the questions on the form carefully before the first meeting. This will help you bring the correct items to the first meeting and to explain your teaching strategy to your team members.

If you are a teacher in a team-taught course, focus on your lecture sequence only. This is an instructor evaluation, not a course evaluation.

Frequency of evaluation

“All non-tenured faculty involved in substantial teaching commitments should be evaluated annually. All tenured associate professors involved in substantial teaching commitments should be evaluated every other year and all tenured full professors involved in substantial teaching commitments every third year. When a new team is formed, mutual evaluation of all members of the team should take place. Additional evaluations may be requested by any team member and are at the discretion of the team. Students, through the class Student/Faculty Liaison Committees and with the support of a majority of the class, may request to the Teaching Evaluation Committee that any faculty member be reviewed at a time in addition to the regularly scheduled review. Instructors who receive low evaluation ratings will be evaluated the following year regardless of their rank.”
(FD 2000-1)

In the initial phase of the peer evaluation, Administrative Professionals should be evaluated with the same frequency as Assistant Professors. At least two members of the team should be evaluated in the first year.

The first meeting

“Faculty meet and review their course material. Written information should be provided by each of the team members describing the course, educational objectives, enrollment characteristics of the students, and a self-evaluation of the individual’s teaching efforts. Copies of sample materials will be provided to the team members. This may include course outlines, syllabi, reading lists, assignments, quizzes and exams, and any material the faculty member deems pertinent to his/her teaching efforts.” (FD 2000-1)

Bring pertinent materials of the course you are intending to have evaluated. A statement regarding your teaching goals, a course syllabus, materials that are relevant to the lecture or class session you intend to have visited by your team members. Bring old exam questions that pertain to the material you have selected (student evaluation methods).

It is not necessary to make copies of the entire course syllabus or course notes for all the team members, but it is beneficial to bring a copy for the team members to look at.

Run through the questions on the form (for item III) as you are having the first meeting. You may already be able to answer some of the questions. Realize, however, that many aspects of material content (as addressed in item III) may not be evident until the classroom visit. The fact that various teaching styles exist should be respected. Lack of course notes does not define the instructor as a poor teacher. In the absence of course notes, the evaluation of item III on the evaluation form should be performed after the classroom visit.

The second meeting: Classroom visit

Ideally, all evaluators should visit the same class. A minimum of two visitors to one class is necessary.

A list of suggestions regarding the classroom visit is attached. This is an excerpt out of the non-copyrighted Teacher Behavior Inventory developed by Prof. H.G. Murray, Dept. of Psychology, University of Western Ontario.

The third meeting

The entire team should get together as soon as possible after the classroom visits. **Only one form**, indicating the consensus of the evaluators, should be filled out **for each team member**. The mean score for each section should be computed from those sub-components that received a numerical score (e.g. “U” or “N/A” is not assigned a numerical value, and is not equal to a “0” in the computation). This means that the team members reach consensus or make a comment if they differ in opinion. The team member being evaluated leaves the room during the evaluation. The final evaluation is then discussed with the team member. The third meeting is probably the most time-consuming part of the evaluation.

The complete peer evaluation form is available only to the individual being evaluated, the department head, and the primary promotions committee. It is the responsibility of the designated team leader to take the forms to the appropriate department heads. The information is **confidential**. Do not send the completed peer evaluation forms to the Teaching Evaluation Committee.

Problems

“If problems occur with the functioning of a teaching evaluation team, this should be reported to the Teaching Evaluation Committee. The Committee may opt to add an additional member to the team.” (FD 2000-1)

Problems with the functioning of the team should be brought to the attention of the Teaching Evaluation Committee as soon as possible. For the sake of continuity and trends, the team should stay in the same formation for several years. The Committee may opt to add an additional member to the team.

Suggestions for improvement of the Teaching Evaluation Form are welcomed by the Teaching Evaluation Committee.