

# Evaluation of Faculty Teaching: Methods of Evaluation

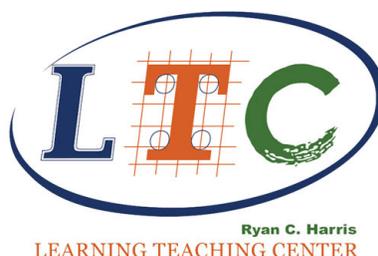
## Peer Review of Course Material

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## **Areas of Focus for Peer Review of Teaching Material**

1. Selection and mastery of course content.
2. Appropriateness of course objectives and instructional materials.
3. Appropriate methodology for teaching specified sections of courses
4. Appropriate techniques to foster and measure student learning
5. Course organization
6. Student achievement based on exams, projects, presentations, and reports
7. Concern for and interest in teaching
8. Homework assignments, textbooks, and handouts.

Selden, P. (1984). *Changing practices in faculty evaluation*. San Francisco: Jossey-Bass.

## Evaluation of Course Material: General

### Course Objectives

- The course objectives are congruent with the department curricula.
- The course is an adequate prerequisite for other courses.
- The stated course objectives are clear.
- The course integrates recent developments in the field.
- Students are given the course requirements in writing at the beginning of the course.
- The syllabus adequately outlines the sequence of topics to be covered.
- The outline and sequence of topics are logical.
- The difficulty level is appropriate for the enrolled students.
- Time given to each of the major course topics is appropriate.

### Teaching Aids

- The reading list is up to date and represents the work of recognized authorities.
- Readings are appropriate for level of the course.
- The texts used in the course are well selected.
- Outlines, overhead, slides, and other lecture aids are accurate and clear.
- Computer-assisted teaching tools are appropriate, accessible, and understandable.

### Assignments

- Students are given ample time to complete the assignments and/or take-home exams.
- The amount of homework and assignments is appropriate.
- The written assignments and projects are carefully chosen to reflect course goals.
- A variety of pedagogical methods are available to meet individual student needs.
- The assignments are intellectually challenging to the students.
- Discussion problems are appropriate and valuable.

### Examinations

- The exam content is representative of the course content and objectives.
- The exam items are clear and well written
- The exams are graded in a fair manner and the standards used for grading are communicated to the students.
- The grade distribution is appropriate for the level of course and type of students enrolled.

*Temple University*

## Peer Review of Course Syllabus 1

<b>Criteria</b>	<b>Exceeds Level of Expected Qualities 5</b>	<b>Meets Level on All Qualities 4</b>	<b>Meets Level on Most Qualities 3</b>	<b>Meets Level on Some Qualities 2</b>	<b>Meets No/Few Expected Qualities 1</b>
<b>Completeness</b> Does it have each of the following, if relevant?					
• Course information					
• Instructor information					
• Goals and objectives of course					
• Policies on grading, academic misconduct, late work, absences, special needs					
• Calendar of class activities					
• Descriptions of assignments and due dates					
• Support services available					
<b>Clarity of Communication</b>					
• Is the syllabus clear?					
• Are rights, responsibilities, and consequences spelled out?					
• Is information internally consistent?					
• Are requirements consistent with department or university policy?					
<b>Appropriateness of Tone</b>					
• Does the syllabus further rapport and respect between instructor and students?					
• Does it communicate a helpful, positive attitude?					
• Is it motivational, non-threatening?					
• Does it communicate the challenge of the course					
<b>Professional Appearance</b>					
• Is it formatted well?					
• Are the grammar and spelling correct?					
• Is it attractive?					

Chism, Nancy. *Peer Review of Teaching: A Sourcebook*. Bolton, MA: Anker, 1999.

## Peer Review of Course Syllabus 2

Criteria	Exceeds Level of Expected Qualities 5	Meets Level on All Qualities 4	Meets Level on Most Qualities 3	Meets Level on Some Qualities 2	Meets No/Few Expected Qualities 1
<b>Currency of Content</b>					
• Does this course portray the current state of the field in this area?					
• Does it use readings that reflect the latest scholarship?					
<b>Fit Within the Curriculum</b>					
• Does the course fulfill expectations of the academic unit for content and process skills needed for subsequent courses?					
• Does it match the catalog description and expected overall fit within the curriculum of the institution?					
• Does it duplicate other courses or is it undesirably idiosyncratic to one topic area or school of thinking?					
<b>Level of Challenge</b>					
• Does the course require students to do an appropriate amount of reading and other assignments?					
• Are these at an appropriate level of challenge?					
<b>Pacing</b>					
• Is the course calendar realistic?					
• Has the instructor selected a reasonable amount of content for the time allotted?					
• Are the due dates for assignments distributed well?					
<b>Testing and Grading</b>					
• Do the students receive frequent feedback?					
• Are the grading policies fair and appropriate for the goals?					
<b>Student-Centeredness</b>					
• Do the office hours or other information portray that the instructor is accessible for help?					
• Are other resources available to the student?					
• Do the activities show a concern for active student engagement?					

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## Peer Review of Class Assignments and Exercises

Criteria	Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
Supplements course content <i>Comment:</i>					
Provides clear directions <i>Comment:</i>					
Encourages meaningful learning experiences <i>Comment:</i>					
Is at appropriate level of challenge <i>Comment:</i>					
Outlines assessment method <i>Comment:</i>					
Clearly states purpose <i>Comment:</i>					
Demonstrates instructor creativity <i>Comment:</i>					
Promotes student engagement <i>Comment:</i>					
Provides adequate time and resources for completion <i>Comment:</i>					

Chism, Nancy. Peer Review of Teaching: A Sourcebook. Bolton, MA: Anker, 1999.

## Peer Review of Course Handouts

Criteria	Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
Supplements course content <i>Comment:</i>					
Contains accurate content <i>Comment:</i>					
Shows evidence of proofreading <i>Comment:</i>					
Is at appropriate reading level <i>Comment:</i>					
Is at adequate level of detail <i>Comment:</i>					
Demonstrates instructional skills <i>Comment:</i>					
Shows creativity (if applicable) <i>Comment:</i>					

Chism, Nancy. *Peer Review of Teaching: A Sourcebook*. Bolton, MA: Anker, 1999.

## Peer Review of Class Tests

Criteria	Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
Clarity of directions <i>Comment:</i>					
Match of content to course goals <i>Comment:</i>					
Legibility and layout <i>Comment:</i>					
Evidence of proofreading <i>Comment:</i>					
Appropriateness of length <i>Comment:</i>					
Clarity of items <i>Comment:</i>					
Appropriateness of challenge <i>Comment:</i>					
Inclusion of higher order thinking <i>Comment:</i>					
Organization of content <i>Comment:</i>					

*Chism, Nancy. Peer Review of Teaching: A Sourcebook. Bolton, MA: Anker, 1999.*

## Peer Review of Course Packet or Textbook

Criteria	Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
Match with goals of course <i>Comment:</i>					
Accuracy of content <i>Comment:</i>					
Currency of content <i>Comment:</i>					
Multiple viewpoints presented <i>Comment:</i>					
Interest level <i>Comment:</i>					
Appropriateness of reading level <i>Comment:</i>					
Attractiveness <i>Comment:</i>					
Appropriateness of amount of reading <i>Comment:</i>					
Clarity of organization <i>Comment:</i>					

User friendliness <i>Comment:</i>					
Reputation and expertise of authors <i>Comment:</i>					

*Chism, Nancy. Peer Review of Teaching: A Sourcebook. Bolton, MA: Anker, 1999.*

## Peer Review of Instructor Comments on Student Work

Criteria	Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
Feedback is clear <i>Comment:</i>					
Feedback is legible <i>Comment:</i>					
Feedback is supportive of student efforts <i>Comment:</i>					
Constructive suggestions are provided <i>Comment:</i>					
Comments show consistency <i>Comment:</i>					
Comments are motivational toward further progress <i>Comment:</i>					
Comments show appropriate expectations for level of student <i>Comment:</i>					
Comments display content accuracy <i>Comment:</i>					
Amount of feedback is appropriate <i>Comment:</i>					

*Chism, Nancy. Peer Review of Teaching: A Sourcebook. Bolton, MA: Anker, 1999.*