

WIP: Teaching Evaluations for Teaching Improvements

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Introduction

The evaluation of effective and inclusive teaching remains an elusive issue across many universities [1]. To address this, a campus-level Task Force to Enhance Learning and Teaching (TFELT) was convened in Fall 2019 to propose a comprehensive system for the evaluation of teaching using multiple measures [2]. The evaluation was to align with four teaching dimensions of effective and inclusive teaching (Figure 1) developed from input of numerous campus stakeholders as well as the research literature:

- *Welcoming and Collaborative* – instructor welcomes and actively includes all students, students collaborate with the instructor and other students [3-6]
- *Relevant and Engaging* – instructor relates the relevance of the subject matter to their lives and professions, instructor engages the students in active creative learning [7-9]
- *Empowering and Supportive* – instructor invites students to set and reach their learning goals and supports student success through constructive feedback, mentoring, advising, and listening [10-11]
- *Structured and Intentional* – instructor plans course well, describes course clearly, aligns learning objectives activities and assessments, instructor clearly communicates expectations and what students need to do to meet them [12-13]

Multiple measures are needed to provide a clear view of effective and inclusive teaching [14]. For example, student feedback forms may provide insights from the learner but may not provide a clear view of instructional quality. Similarly, peer feedback and self-reflection may not fully measure effective and inclusive teaching.

The [Student feedback](#) form was developed by the TFELT Task force by first coding the alignment of the existing 26 item student evaluation of teaching form (SET) as well as the 32 item IDEA Center Diagnostic Feedback Instrument by Anthology/Campus Labs [15] to the four dimensions of effective and inclusive teaching. They found the relevant and engaging and structured and intentional dimensions well represented, however lacking on the other two dimensions. Furthermore, the current SET instrument included a rating on global teaching effectiveness which was generally used as the only data point reported in teaching evaluations. Therefore, the task force elected to develop new survey items that better map to the four dimensions and allow instructors to view their effectiveness in each dimension longitudinally with time. These new items were validated and tested using a team of faculty including those with expertise in psychometrics. The form also implemented best practices through (a) question design focusing on student learning opportunities and experiences and (b) statistical analyses addressing potential negative biases that may emerge in the data. The new instrument was tested for reliability and validity through sound survey design methodology and pilot testing the year prior to university implementation.



Figure 1 –Inclusive and Effective Teaching (TFELT 2021)

Structured peer review was lacking in existing teaching evaluations. The TFELT task force developed a new [Structured peer review](#) (both a summative and formative versions) based evidence-based best practices [16-18], examples from other universities, and feedback from the MU community that was aligned with the four dimensions. A similar approach was also taken to build a new self-reflection instrument to complete the multi-dimensional evaluation of teaching. Examples of each measure is included in the Appendix.

This paper examines the responses from a faculty focus group on their perceptions on the benefits and challenges of the evaluation measures. Additionally, students were surveyed to examine their perceptions of the student feedback form. The work presented is beginning to answer the question of: How can revised teaching evaluation measures lead to teaching improvements?

Method

A group of 6 faculty in the Department of Civil Engineering in a R1 research intensive university formed a focus group to implement and evaluate the new teaching evaluation measures. The work was conducted in part with the [AAU Teaching Evaluation Learning Community](#). The faculty were invited to join the focus group due to their experience and interest in improving student teaching. All faculty were tenured (at the time no NTT faculty and only 2 tenure-track faculty were in the department). One faculty member is part the college level inclusivity committee.

Table 1 Faculty and Course Descriptions

Faculty Member	Level	Experience (yrs)	Course
1	Prof.	20 yr.	1 and 3
2	Assoc. Prof	13 yr.	2
3	Assoc. Prof	18 yr.	4
4	Assoc. Prof	16 yr.	5
5	Assoc. Prof	25 yr.	6
6	Prof.	23 yr.	7

The students in the respective faculty members classes were surveyed to determine their perception of the new student feedback form. Students were asked to use a sliding scale bar to rank their opinion of the new student feedback form. In the scale, 0 means "low or not useful", and 100 means "high or very useful ". The first question was "Ease of use" the second question was "Quality of questions (Are questions specific enough for you to accurately provide an answer?), and the third "Ability to provide sufficient feedback to the instructor (Are there a sufficient number and range of questions that allow you to provide your desired feedback?)" In addition, an open-ended question asked "Do you have any comments on this new student feedback form? You may compare it to the forms you have filled out previously (last semester) in other classes." A total of 229 participants completed the survey.

The faculty focus group discussed the questions of: 1)For the following teaching evaluation measures, what were the challenges in completing the evaluation (e.g. how did you view the time/effort required)? 2)For the following teaching evaluation measures, what are your perceived benefits to the evaluation measures? 3) For the following teaching evaluation measures is there anything you would like to modify or improve? 4) How do you plan to use the evaluations to improve your teaching? 5) What is your

overall opinion of the evaluation measures? where the teaching evaluation measures were a) Student feedback form, b) Peer review of teaching, c) Self-reflection.

Results and Discussion

Student survey responses

The results of the student survey are presented in Table 2. The students ranked the feedback from highly (M = 87) on ease of use. The form with only 14 scalar questions as opposed to 26 questions in the previous form was seen as beneficial. However, the quality of the questions (M=75) and the ability to provide sufficient feedback (M=73) were ranked lower. Coding of the open-ended responses showed that of the students that provided a comment 42% indicated that they liked the new form (N=10), 21% thought it needed more questions (N=5), 17% thought some of the questions were unclear or vague (N=4), and 21% disliked the questions related to cultural differences and backgrounds (N=5). Overall, the students seemed to like the ease of the new form but thought additional question clarity would be beneficial.

Table 2 Student survey results

Item		Course							Overall
		1	2	3	4	5	6	7	
Number of Responses		77	33	34	40	26	14	5	229
1) Ease of Use	Mean	83	86	92	92	83	88	94	87
	St. Dev	20	18	12	11	15	14	6	17
2) Quality of Questions	Mean	71	78	70	81	76	79	94	75
	St. Dev	20	23	26	21	19	19	9	22
3) Sufficient Feedback	Mean	67	78	71	78	76	81	75	73
	St. Dev	24	18	26	24	24	17	25	23

Faculty focus group responses

The faculty focus group met to review the new multi-dimensional evaluation measures. For the question on the challenges of the new evaluation measures, the faculty felt that the new questions were mostly “environmental” in nature and lacked technical aspects related to course objectives such as if the student felt they were able to improve their writing skills. However, the TFELT task force specifically sought to focus on classroom environment as student surveys responding to teaching provide student perceptions of their experiences in a class with a teacher, not actual measures of teaching [19-22]. Therefore, it seems there was a disconnect between the faculty’s previous experience and expectations with the SET that included a single global measure on teaching effectiveness and the goals of the new student feedback instrument. In addition, both student faculty responses indicated that it was hard to gauge the “inclusive” dimension in an engineering classroom. Similar issues with the student evaluation of teaching have been found in other previous studies [23-25].

The faculty concerns on the peer-review form were that the form may be used only in one class, and it would be hard to gauge the overall course and the feedback would be the opinion of only one (imperfect) reviewer. Also, the time it takes to complete a peer review and who conducts a peer review were challenges. For the self-reflection form, the challenges were in the time it took to complete the form and that not all the questions seemed relevant to engineering (especially the inclusive dimension). Again this reflects what has been found in previous studies [26].

On the benefits of the new evaluation measures, overall, the faculty commented on the benefit of multi-dimensional evaluation rather than simply relying on the student feedback form for annual teaching evaluations. However, while the faculty liked that the new evaluations included multi-dimensions, the faculty and administration (dept. chair) were unsure on how to use it in annual teaching evaluations. Specifically, the peer review was seen as useful as it allowed faculty to share the wealth of teaching experience with each other and could be used to help tie courses across the curriculum “make sure what we teach is what we should be teaching.” The self-reflection was also seen as beneficial in that it forced you to take time and reflect on your teaching.

The faculty discussed modifying the student feedback form to remove some of the more ambiguous inclusive dimension questions like “the instructor respected the expression of diverse ideas.” They thought those questions were difficult for students to answer in basic engineering classes that relies on scientific theory and mathematics. They would like to add more questions specific to a course to evaluate if the student felt they learned the course objectives, yet that was not the original purpose behind the new form. Changes to the peer-review and self-reflection were also suggested make the forms shorter and easier to complete.

Conclusions

Faculty and students evaluated new measures for teaching evaluations. Overall, the faculty focus group liked the multi-dimensional aspect of the evaluation measures and thought they could be beneficial to help improve teaching in the department. While both the faculty and students liked the ease of use of the new student feedback form, there was an obvious disconnect between the goals of the TFELT task force and what students and faculty expect on student feedback instruments. Their previous experience with student evaluations has not prepared them to see the student feedback in the new way as recommended by TFELT. There needs to be more guidance on how to use and understand the feedback form. The struggle with the need to evaluate teaching yet uncertainty of how to actually do it is also reflected in a recent article by McMurtrie [1]. Faculty saw the peer-review and self-reflection as particularly beneficial in helping them to improve their teaching as it allowed them to review/provide feedback to peers in the department and gave them time to reflect on their own teaching. However, the time aspect (where to find the time to conduct the measures), and how the administration would use the measure to evaluate teaching were concerns. Overall, the work to date has revealed some bumps on the road to improved teaching evaluations, yet faculty and students do see the potential benefit of the multiple measures.

Future Work

In the future, the faculty plan to continue to evaluate the new measures. The faculty and administration will work together on how to use the measures for annual teaching evaluations and teaching improvements. This includes meetings with the campus-wide committee in charge of the evaluation measures. Focus group faculty will also reflect on how the evaluation measured impacted their teaching and possibly lead to teaching improvements.

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Appendix

Student Feedback Form

FEEDBACK ON INSTRUCTION AND COURSE

University of Missouri

Instructor: _____

Course No. _____ Section: _____ Date: _____

By thoughtfully answering this survey, you will provide valuable feedback. Your anonymity will be protected.

Please use a #2 pencil to darken the circle that most closely corresponds to your observation.
Please completely erase any changes in your answers.



<i>Thinking about your experience in this course, please select your level of agreement with each of the following statements.</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The class was clearly organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew what was expected of me in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received feedback on class assignments that was helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor encouraged students to play an active role in the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor prompted students to ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was encouraged to communicate with my instructor outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had opportunities to solve problems in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The class allowed me to think creatively about issues in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can apply knowledge and information from this class to my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor effectively facilitated interactions among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructor respected the expression of diverse ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructor saw cultural and personal differences as assets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This class has helped me develop the skills necessary to work effectively with people from various backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class activities and/or interactions with classmates contributed to my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Feedback for Other Students (For SB-389 Compliance)

The MU campus collects evaluations of faculty responsible for the delivery of instruction in all or part of a course. Your answers to the following questions will be combined with those of other students and posted in the schedule of courses the next time this instructor teaches this course. Thank you for providing honest input.

Would you recommend this class to other students regarding... ?

- class content
- class structure (e.g. organization, pacing)
- positive learning environment
- instructor's teaching skill/style
- fairness of grading

Yes	No	I Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Continued on Reverse Side)

(Continued from front page)

Your comments will be used to improve this course. Please be as thoughtful and constructive as possible. Please keep your comments within the box. Your comments will not be seen by your instructor until after class grades have been turned in.

What are one to three specific things about the class that helped to support your learning?

What are one to three specific things about the class that could be improved to better support your learning?

Student Information

For me this course is a(n)...	In this course, I expect my grade to be...	I am a ...
<input type="radio"/> requirement	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> freshman <input type="radio"/> senior
<input type="radio"/> elective	<input type="radio"/> F <input type="radio"/> S <input type="radio"/> U <input type="radio"/> None	<input type="radio"/> sophomore <input type="radio"/> graduate
<input type="radio"/> other		<input type="radio"/> junior <input type="radio"/> other
I consider my sex to be...	I consider my ethnicity to be	
<input type="radio"/> Male	<input type="radio"/> White/European	<input type="radio"/> Native American
<input type="radio"/> Female	<input type="radio"/> Black/African	<input type="radio"/> Biracial/Multiracial
<input type="radio"/> Choose not to disclose	<input type="radio"/> Latinx/Hispanic	<input type="radio"/> Other

Thank you for taking the time to provide anonymous feedback on this course.



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University of Missouri's Task Force to Enhance Learning and Teaching

Formative Peer Evaluation Rubric

FORMATIVE PEER REVIEW OF TEACHING

Instructor:	Course:
Observer:	Date:
Pre-observation notes:	

Part 1: COURSE INSTRUCTION AND OBSERVED INTERACTIONS

In the table below, indicate if the item was discussed and/or observed during conversations with the instructor or observed in the instruction or materials. Add comments and notes.

Welcoming & Collaborative Dimension			
Learning Climate			
Instructor establishes a positive and inclusive environment, including displaying a positive and productive tone.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor models a respectful attitude, including using preferred student names and pronouns when interacting with students during class and non-stereotyping references.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor encourages questions, answers, and other contributions from all students and takes measures to ensure students don't monopolize the conversation.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor provides opportunities for or encourages interactions between students.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor demonstrates awareness of student diversity in the learning environment and ensures everyone has the ability to engage equitably.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Write about your colleague's teaching related to this dimension. Share feedback and examples from your interactions and observations. Elaborate on items marked "Not met."			



Formative Peer Review of Teaching

Empowering & Supportive Dimension			
Communication			
Instructor corrects misinformation in a way that encourages continued learning.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor incorporates appropriate verbal and non-verbal communication to emphasize important information.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor utilizes the physical space or learning technologies to engage all students in course discussions.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Receptiveness to Student Needs			
Instructor demonstrates active listening skills and genuine interest and awareness of student needs when interacting with students.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor appropriately utilizes wait time when asking or prompting for questions and seeks responses from a diversity of students.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Write about your colleague's teaching related to this dimension. Share feedback and examples from your interactions and observations. Elaborate on items marked "Not met."			

Structured & Intentional Dimension			
Communication of Learning Objectives			
The class session was organized, well-planned, and had a logical flow.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor provides clear, measurable, and level-appropriate learning objectives and aligns instructional activities to these learning objectives.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Assessments (formative and summative) give students feedback on their achievements of the learning objectives.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Preparation and Presentation			
Instructor uses concrete examples/illustrations, visually or orally, to clarify content.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Learning material and activities are chunked into sections to help students "digest" the material more easily and accommodate a diversity of working speeds.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor models best practices when presenting information such as describing and captions images and citing sources.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Write about your colleague's teaching related to this dimension. Share feedback and examples from your interactions and observations. Elaborate on items marked "Not met."			



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University of Missouri's Task Force to Enhance Learning and Teaching

Formative Peer Review of Teaching

Relevant & Engaging Instruction Dimension			
Knowledge of Subject, Content, and Discipline-specific Language			
Instructor explains use of discipline-specific terms in a way all students can understand.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor answers questions confidently and clearly and acknowledges own knowledge gap, when necessary.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor demonstrates an awareness of diverse perspectives and contributions to the discipline by members of traditionally underrepresented groups.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Contextual Relevance and Transferability			
Instructor shows interest in students' diverse experiences and encourages students to incorporate them into course activities.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor demonstrates transferability of knowledge to professional and/or personal life outside the course.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Appropriate Lesson Content or Level			
Instructor helps students construct their knowledge by using tactics like connecting new concepts to prior class content or building from easier tasks to more difficult tasks.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor assesses current student understanding and adjusts course delivery or activities to meet students' different learning needs.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Active Learning			
Instructor engages students in higher-order thinking activities during lessons.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Instructor designs, monitors, and adjusts active learning exercises to ensure everyone is included and on-task.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Write about your colleague's teaching related to this dimension. Share feedback and examples from your interactions and observations. Elaborate on items marked "Not met."			



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Part 2: COURSE MATERIALS

Instructional materials include the syllabus; course web page; assigned readings, videos, and simulations; and assessments such as assignments, projects, papers, and exams. Observe a sample of these instructional materials and discuss. Indicate which items were observed and/or discussed. Add comments and notes.

Instructional Materials Observed

- | | |
|--|---|
| <input type="checkbox"/> Course syllabus | <input type="checkbox"/> Assigned readings/videos/simulations |
| <input type="checkbox"/> Course webpage (Canvas) | <input type="checkbox"/> Assessments |
| <input type="checkbox"/> Other: | |

Course Materials for Inclusive, Effective Teaching

Welcoming & Collaborative			
Materials establish expectations that students' communication, behavior, and participation are respectful, professional, and appropriate.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Materials outline expectation for inclusive behavior in the course.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Empowering & Supportive			
Materials invite students to contact the instructor outside of class, provide preferred method of contact, and expected wait time for a response.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Syllabus specifies expectations of attendance and/or participation and any effect on grade.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Each assignment has its own specific description with clear instructions and appropriate lead time for completion.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Required resources are equally available to all students.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Content follows recommended best practices for accessibility (e.g., videos include closed captioning, alt tags for images, etc.) and/or adds new accommodations each semester.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Course materials or topics include diverse perspectives, authors, or applications.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Structured & Intentional			
Materials include the overall course goals and purpose of the course and/or the instructor's philosophy for the course.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Unit learning objectives are listed in the syllabus or course webpage; these objectives reflect specific, measurable skills.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>



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University of Missouri's Task Force to Enhance Learning and Teaching

Formative Peer Review of Teaching

Unit learning activities and assessments both measure and are clearly mapped to course learning objectives and/or course learning goals.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Frequent low-stakes (formative) assessments provide practice for high-stakes (summative) assessments, like exams and presentations.	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Relevant & Engaging			
Assessment is done using a variety of methods (e.g., exams, projects, presentations, etc.).	<i>Discussed</i> <input type="checkbox"/>	<i>Observed</i> <input type="checkbox"/>	<i>Not Relevant</i> <input type="checkbox"/>
Course Materials Checklist			
<p><i>For each of the following, check if it is present in the Course Materials or discussed.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus is available on the Learning Management System (LMS; e.g., Canvas). <input type="checkbox"/> LMS provides guidance on how to navigate the online course materials. <input type="checkbox"/> Course grading scale is clearly stated and includes points/percentages necessary to attain grade. <input type="checkbox"/> Materials explain the weight/points of each assessment toward the overall course grade. <input type="checkbox"/> If credit is awarded for participation, the method for grading participation is specified. <input type="checkbox"/> Grades are maintained on a secure online system for students to access (e.g., Canvas) and are up-to-date. <input type="checkbox"/> Information is provided on when and how grades and feedback for assignments will be returned. <input type="checkbox"/> Due dates/times for all exams and major assessments are clearly stated. <input type="checkbox"/> How late work will affect score on an assignment is specifically stated. <input type="checkbox"/> Requirements of specific technology (e.g., computers, software, etc.) are clearly stated. <input type="checkbox"/> Required and optional (if any) course materials are specified in the course materials. <input type="checkbox"/> A weekly plan for the semester is provided and includes class topics, readings, and assignment due dates. <input type="checkbox"/> Materials explain average weekly time-on-task for the class. <input type="checkbox"/> Syllabus specifies expectations of attendance and/or participation and any effect on grade. <input type="checkbox"/> Minimum technical skills required are clearly stated, when appropriate. 			
<p>Write about your colleague's teaching related to this dimension. Share feedback and examples from your interactions and observations. Elaborate on items marked "Not met."</p>			



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Part 3: SUMMARY

Summarize the instructional strategies you observed and/or discussed in both the learning environment and materials. Summarize the goals for continued improvement and strategies for meeting those goals.



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Teaching Self-Reflection

(the reflection is filled out on Qualtrics, the questions shown below are examples)

As you think about the courses you taught this past year, please choose at least one course and reflect through the following prompts. Click the “Additional Information” links with each prompt for additional guidance.

Name: _____

Title: _____

Email Address: _____

Department/Program: _____

Course(s) I'm Reflecting On: _____

Mentoring and Advising Duties

If there is additional context related to your teaching load or courses listed above that is important for a reviewer to know when reading your teaching self-evaluation (e.g., advising, team-teaching, inheriting a course, etc.), please include it here.

Teaching Philosophy

In the prompt below, reflect on your views of what is important in your teaching.

Need some guidance on writing your Teaching Philosophy? Click the box below. Feel free to include artifacts related to your teaching philosophy, such as prior reflections or other supplementary materials.

Student Feedback

While reviewing your student feedback data, use the space below to contextualize what you see.

Feel free to include additional artifacts related to your student feedback.

Inclusive Teaching at Mizzou

Inclusive teaching is a foundational principle of effective teaching at Mizzou. Thinking about your class and the resources in the description, reflect on **at least one** of the following prompts:

- a. What support do you need for supporting inclusivity in your course(s)?
- b. In what specific ways are you practicing inclusive teaching?
- c. What elements of inclusive teaching would you like to try for your upcoming course(s)?

For a great resource, see Cornell's guide on [inclusive teaching](#).

Need some guidance on writing Inclusive Teaching? Click the box below.
Feel free to include any artifacts to how your course includes inclusive teaching practice.

Course Learning Objectives

For the course(s) you have selected to reflect upon, please list your Course Learning Objectives.

Need some guidance on writing Learning Objectives? Click the box below.
Feel free to include any artifacts related to your course learning objectives (e.g., current syllabus)

Aligning Assessments and Activities to Your Course Learning Objectives

Describe any examples of learning activities and assessments for up to three of your student learning objectives you mentioned earlier.

Feel free to incorporate student data to help support this reflection (e.g., end of course evaluations, mid-course evaluations, other feedback from students throughout the semester).

For additional guidance, see USC's guide on [Course Alignment Grids](#).

Need some guidance on Aligning Assessments and Activities? Click the box below.
Feel free to include any artifacts related to your assessment/activity mapping (e.g., Coursetune mapping report)

Reflecting on Last Year's Teaching

What teaching goals did you have for your teaching this past year (if any)? Reflect in the box below.

The University of Missouri identifies four dimensions of inclusive and effective teaching:

- **Welcoming and Collaborative**, which means the course creates a sense of place and welcomes all students and perspectives. Students in and collaborate with the instructor and other students.
- **Empowering and Supportive**, which relates to the instructor's ability to inspire students to take ownership of their learning goals. The instructor supports student success through mentoring, advising, and guiding students while listening and responding to student needs.
- **Structured and Intentional**, in which instruction is well planned and scheduled with clear course descriptions and course goals with alignment between learning objectives, learning activities, and measurements of student learning. The instructor clearly communicates these expectations and what students need to do to meet them.
- **Relevant and Engaging**, which measures the ability of the instructor to help students discover the relevancy of the subject matter to their lives and future professions. The instructor provides constructive feedback and engages students in active learning to produce relevant and creative works.

Please select one of these dimensions to reflect on for this past year of teaching.
(each selection is shown below, instructors would only need to fill out 1 of the 4 options)

Welcoming and Collaborative

In the spaces below, you'll see how this dimension is broken into a series of elements. Use the prompts to reflect on the key aspects of this dimension.

Learning Climate

- Established a positive and inclusive environment. (IDE)
- Created a learning environment that is focused and productive.
- Provides opportunities for or encourages interactions between students.
- Demonstrates awareness of student diversity in the classroom and ensures everyone has the ability to engage equitably. (IDE)

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Dialogue in the Learning Environment

- Instructor encourages questions, answers, and other contributions from all students. (IDE)
- Instructor has created a learning environment that is focused and productive.
- Instructor provides opportunities for or encourages interactions between students.
- Instructor demonstrates awareness of student diversity in the classroom and ensures everyone has the ability to engage equitably. (IDE)

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Receptiveness to Student Needs

- Instructor demonstrates active listening skills and genuine interest and awareness of student needs when interacting with students.
- Instructor invites student feedback on relevant elements of the lesson or course and provides adequate wait time.
- Instructor establishes classroom culture that embraces and encourages student questions and concerns.

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Empowering and Supportive

In the spaces below, you'll see how this dimension is broken into a series of elements. Use the prompts to reflect on the key aspects of this dimension.

General Observations

- Instructor consistently displays a positive and respectful attitude in tone and/or content.
- Instructor communications, including illustrative examples, are appropriate for students from diverse backgrounds. (IDE)
- Instructor explicitly addresses underrepresentation in the discipline. (IDE)
- Instructor responds to comments and suggestions.

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Verbal Communication

- Instructor adjusts pace to the complexity of the material.
- Instructor avoids distracting speech patterns (e.g., filler words) and nervous verbal behaviors (e.g., short laughter after speaking).
- In responsive interactions, instructor uses speech that directly acknowledges students.
- Verbal signaling and cues (e.g., “this is going to be important to remember”) are used when transitioning.
- Instructor did not use humor that could be offensive or intimidating.

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Non-Verbal Communication

- Instructor incorporates appropriate eye contact and effective nonverbal communication (e.g., hand gestures, movement).
- Instructor utilizes the space (as possible) to engage students in all parts of the room.
- Instructor uses nonverbal recognition of students' contributions.
- Instructor appropriately utilizes wait time after asking questions and seeks responses from a diversity of students.

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Interpersonal Student Interactions

- Instructor creates welcoming classroom atmosphere (e.g., playing music before class, chatting with students before and/or after class).
- Instructor has learned some students' names.
- Instructor uses preferred student names and pronouns when interacting with students during class. (IDE)
- Instructor makes positive and non-stereotyping references to students. (IDE)

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Structured and Intentional

In the spaces below, you'll see how this dimension is broken into a series of elements. Use the prompts to reflect on the key aspects of this dimension.

Communication and Use of Learning Objectives

- The class session was organized, well-planned, and had a logical flow.
- Instructor provides clear, measurable, and level-appropriate learning objectives.
- The learning materials and instructional activities develop students' achievement of the learning objectives.
- Assessments (formative and summative) give students feedback on their achievements of the learning objectives.

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Lesson Presentation

- Instructor uses concrete examples / illustrations, visually or orally, to clarify content.
- Instructor provides visual support for verbal presentation.
- Instructor cites sources, where appropriate, for content discussed.
- Learning material is chunked into sections to help students “digest” the material more easily.
- Instructor describes and captions images used in the presentation.

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Time Management and Pacing

- Instructor prepares the space , materials , and relevant technology before the start of class; instructor starts and ends class on time.
- Planned sections of the class session are well-timed.
- Little or no time spent on non-instructional activities.
- Instructor utilizes and references educational resources where applicable for passive learning activities outside of class to support effective use of in-class time.
- Students are given appropriate lead time on assessments.
- Class activities are appropriately paced and accommodate a diversity of working speeds.

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Relevant & Engaging Instruction

In the spaces below, you'll see how this dimension is broken into a series of elements. Use the prompts to reflect on the key aspects of this dimension.

Course & Lesson Content

- Communicates concepts confidently, clearly, and fluidly. Acknowledges own gaps in knowledge, if necessary.
- When appropriate, demonstrates an awareness of diverse perspectives and contributions to the discipline by members of traditionally underrepresented groups. (IDE)
- Uses discipline-specific terms and explains use of discipline-specific terms in a way all students can understand.
- Shows interest in students' diverse experiences. (IDE)
- Provides or has students provide real-world examples of class content or apply content to real-world scenarios.

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Student Engagement

- Incorporates guided critical thinking activities into lessons.
- Engages students in higher order thinking skills during class, as appropriate.
- Connects--or helps students connect--new content to prior knowledge and/or skills.
- Helps students construct their learning, building from basic to more complex concepts.
- Assesses student current understanding and effectively changes delivery, as necessary.
- Adjusts course delivery or activities to meet students' different educational backgrounds and learning needs.

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Active Learning

- Responsive to student engagement and adjusts strategy accordingly.
- Facilitates student-led explanations and/or discussions.
- Active learning exercises align with lesson learning objectives.
- Designs and monitors active-learning exercises to ensure everyone is included and on-task.
- Uses active-learning exercises in appropriate time intervals.

Looking at the elements above, consider the following prompts:

- To what extent do these elements relate to my teaching?
- Which elements would I like to learn more about?

Choose 1-3 elements from the list and reflect in the box below.

Goals and Changes to my Teaching

As a result of your reflection, **identify at least one goal and/or change** you have planned for your teaching and/or mentoring next year. This could include specific strategies you plan to implement, assessment changes, and/or professional development opportunities you plan to pursue. For next year's teaching reflection, you'll have an opportunity to revisit this goal.

Feel free to include additional artifacts upcoming goals and changes to your teaching (e.g., professional development materials).



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