ENGAGING IN MORE HOLISTIC TEACHING EVALUATION

POLICY 332: INSTRUCTOR • STUDENTS • PEERS

Using multiple forms of evidence to understand, document, and improve teaching

Monday, November 2, 2026

A PEER PERSPECTIVE

Peer review of teaching

A structured, evidence-based look at the full range of teaching



- Reviews more than a single class session: course design, materials, instruction, assessment, and reflection
- Colleagues interpret teaching in context
- OTL’s Peer Teaching program offers both a formal review and an informal partnership track

The goal: credible evidence + useful feedback

MAKE THE EXPERIENCE USEFUL

Tips for an effective peer review

1 Start with purpose

Clarify whether the review is formative, summative, or both.

2 Agree on the focus

Name the teaching goals, course context, and evidence the reviewer should examine.

3 Look beyond performance

Include syllabus, assignments, assessments, student work, and instructional decisions.

4 Use shared criteria

Apply a guide or rubric that fits the discipline and teaching context.

5 Observe more than once

When feasible, examine multiple moments or modalities rather than one snapshot.

6 Close the loop

Hold a post-review conversation and identify one or two actionable next steps.

CONFIDENTIAL, INDIVIDUALIZED SUPPORT

Instructional coaching



What it is

- A one-on-one consultation focused on your teaching and assessment goals
- A confidential, growth-oriented partnership rather than an evaluation
- Personalized strategies, resources, and encouragement for instructors at any career stage

Possible focus areas: engagement • assessment • feedback • course design • professional learning

Benefits of coaching

PERSONALIZED

Starts with your course, students, goals, and constraints.

CONFIDENTIAL

Creates room to explore questions and challenges safely.

ACTIONABLE

Translates broad feedback into practical next steps.

REFLECTIVE

Helps make instructional choices and rationale visible.

FLEXIBLE

Useful for a specific concern, a redesign, or continued growth.

CONNECTED

Links instructors to OTL resources and professional learning.

Reflect • Try • Learn • Refine

HOW THEY WORK

Student Course Experience Surveys

Student voice is one source of evidence, not the whole story.



1

SURVEYS OPEN

Typically during the three weeks before finals.

2

STUDENTS RESPOND

Students access SCES through email or the SmartEvals link in Blackboard.

3

RESULTS RELEASE

Instructors access reports after the survey period and grade submission.

4

FACULTY INTERPRET

PDF and customizable reports support review across courses and years.

INTERPRET BEFORE YOU ACT

Using SCES results well

LOOK FOR PATTERNS

Across items, comments, courses, sections, and years.

FOCUS ON ACTIONABLE OPPORTUNITIES

Identify one or two changes you can make and explain why.

ADD CONTEXT

Consider course level, modality, enrollment, required/elective status, response rate, and changes made.

CLOSE THE LOOP

Tell students what you learned and what you changed, when appropriate.

READ COMMENTS THEMATICALLY

Group comments by recurring ideas; do not let one vivid comment dominate.

TRIANGULATE

Compare SCES with peer evidence, your reflection, student learning, and course materials.

Use SCES as evidence for inquiry and improvement, not as a stand-alone verdict.

EXPAND THE PICTURE

Additional evidence of teaching effectiveness

METHOD	BENEFIT	POSSIBLE LIMITATION
Instructor reflection & teaching portfolio	Makes rationale, growth, and course changes visible	Time needed for construction and review; may require disciplinary knowledge for reviewer
Evidence of student learning	Connects teaching to learning outcomes using authentic work	Learning is influenced by prior preparation and context; protect privacy
Mid-course feedback	Allows changes while students are still in the course	Requires trust, careful questions, and follow-through
Course materials & alignment review	Shows how outcomes, activities, assessment, and feedback fit together	Documents design more readily than enactment or student experience
Teaching observations or video reflection	Makes instructional practice visible for analysis	A single session may be unrepresentative; recording requires care
Professional learning & applied change	Demonstrates continued development and use of new strategies	Requires extended period of time to review, enact change, and monitor impact

QUESTIONS?
IDEAS TO SHARE?

Let’s build an evaluation approach that is credible, developmental, and appropriate to the work of teaching.

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OTL CAN HELP

- Peer Teaching Review
- Peer Teaching Partnership
- Instructional Coaching
- SCES interpretation and use
- Teaching resources and professional learning

Supporting Teaching. Improving Learning.