

Appendices: DSAS Teaching Assessment Plan

This section includes three appendices: Appendix A: Typical components of a teaching portfolio, Appendix B: Sample rubrics and documents, and Appendix C: Bibliography on the assessment of teaching. The page numbers included for Appendix B refer to bulleted lists and descriptions, which include links and are themselves followed by embedded examples later in the section. Note that clicking the bookmarks feature of the PDF will also take the reader directly to the desired sections.

Table of Contents

Appendix A: Typical components of a teaching portfolio.....	p. 2
Appendix B: Sample rubrics and documents.....	p. 3
Materials for classroom observations.....	p. 3
Rubrics and checklists.....	p. 3
Open-ended questionnaires.....	p. 3
Combination.....	p. 3
For online course observations and reflections	p. 4
For teaching portfolio assessments and materials to consider including.....	p. 5
For self-assessment	p. 5
Combined checklist and open-ended	p. 5
Teaching practices inventory	p. 5
Open-ended format	p. 6
Checklist format	p. 6
For annual reports	p. 6
For peer letters	p. 7
Appendix C: Bibliography on the assessment of teaching.....	p. 34
Book-length overviews of issues referenced in the teaching assessment plan.....	p. 34
Article-length pieces on evaluating teaching recommended by Pitt CTL.....	p. 34
References on peer evaluation (from CTL website)	p. 35

Appendix A: Typical components of a teaching portfolio

- **Table of contents**
 - May include brief annotations to help orient the reader (1-2 pages total) describing the portfolio contents and what parts of the teaching statement each item illustrates
- **Teaching statement**
 - A narrative of one's teaching activities, which can reference other materials, such as aspects of the CV, evaluations, and teaching materials.
 - The teaching statement may include several, though likely not all, of the following:
 - A teaching philosophy
 - Approaches to teaching, such as evidence-based techniques
 - Efforts to improve teaching, and the results
 - Evidence of student learning, such as quoted student comments or data from concept inventories
 - Professional development in pedagogy
 - Translation of research or scholarship into course content or pedagogy (one's own or that of others)
 - Description of out-of-classroom teaching or student mentoring
- **Teaching materials**
 - Voluminous materials are not needed and can be counterproductive; carefully selecting material that supports the teaching statement will aid the reader. Such materials may include:
 - Syllabi for courses, typically drawn from the previous three years; if a course was taught multiple times, generally only the most recent syllabus is needed.
 - Material such as quizzes, sample exams, activities, worksheets, assignments, lecture materials, or lesson plans.
 - Other materials documenting teaching effectiveness (e.g., examples on p. 18)
- **Response to student and peer evaluations**
 - It is not necessary, nor expected, to rebut every student comment. Faculty should consider responding to recurring student comments or to comments with which one agrees.
 - Summaries of major themes that emerge
 - Evidence of success of teaching goals
 - Specific changes that were implemented, and the result.

Appendix B. Sample rubrics and documents

This appendix includes embedded example rubrics and documents along with additional links for further exemplification. These are arranged according to the content of the example document. When full documents are provided, the page numbers upon which they can be found are noted in the list of Appendix B contents below.

Materials for Classroom Observations

These documents guide observers' attention to particular concrete elements of a lesson. Some are rubric-style checklist; others use more open-ended questions. Units are invited to use or adapt these models or to develop guidance of their own.

Rubrics & checklists

- CTL Observation Form: [Formative Observation Checklist](#)
 - This is a checklist for a formative observation visit. **It is integrated on p. 8 of the current document.**
- Psychology Teaching Observation Rubric: [Teaching Observation Rubric april 2022.xlsx](#)
 - This is an observation rubric organized by dimensions and subdimensions of teaching content, strategies, and practices.

Open-ended questionnaires

- CTL Guidelines on Peer Review: [Peer Review – University Center for Teaching and Learning](#) (website)
 - This is a website with a comprehensive list of peer review guidelines, including sample tools and tips.
- GSWS Peer Review Observation: [GSWS Reviewer's Form.docx](#)
 - This is a reviewer form with qualitative, open-ended questions for a reviewer. **It is integrated on p. 10 of the current document.**

Combination

- Linguistics Peer Review Observation (pp. 7-8, with additional links on p. 6): [Committee for Teaching Development Proposal Approved Spring2022 Linguistics.pdf](#)
 - This peer review form uses both a checklist and qualitative comments. **It is integrated on p. 13 of the current document.**

Note that the Center for Teaching and Learning can also conduct observations, which could then serve as a model for future observation processes. See their website: [Formative Observations from the Teaching Center](#).

- This website provides more information regarding the formative observation process of CTL.

Classroom observation tool to document active learning

- COPUS <http://www.cwsei.ubc.ca/resources/tools/copus.html>

For Online Course Observations and Reflections

CGS Online Teaching Observation Checklist: [Online Teaching Observation Checklist Template.docx](#)

- This is an online teaching observation checklist. **It is integrated on p. 15 of the current document.**

CGS Online Course Midpoint Review Form: [CGS Midpoint Review Form and Rubric.docx](#)

- This is an online course midpoint review form and also includes a rubric.

Penn State Online Teaching Observation Form: [Peer Review Guide for Online Teaching at Penn State](#)

- This is an additional example of an online teaching observation form. It is qualitative / open-ended in nature.

Penn State Online Teaching Observation Form (Completed Sample): Example of a completed Guide

- This is the form described above but has been completed to serve as a sample.

Final Reflection Report for Online Teaching

- This Qualtrics survey report is completed by new online faculty after their first semester teaching. Based on this feedback, the instructor works with their CGS instructional designer to implement necessary changes for the next time they teach the online CGS course.

Course Self-Evaluation for Online Delivery Standards

- This Qualtrics survey is a self-assessment tool that faculty members use to evaluate how well their course meets established standards for online delivery. The survey provides built-in feedback for further improvement.

For Teaching Portfolio Assessments and Materials to Consider Including

Psychology Teaching Portfolio Rubric: [teaching portfolio rubric april 2022.xlsx](#)

- This is an Excel sheet rubric for assessing the materials in a teaching portfolio, including definitions, rationale, and bibliographic support for the content assessed.

Linguistics, Possible Materials to Include in Teaching Portfolio (pp. 2-3): [Committee for Teaching Development_Proposal Approved_Spring 2022_Linguistics.pdf](#)

- This is a list of materials that a faculty member could consider including to document teaching excellence within a teaching portfolio. **It is integrated on p. 19 of the current document.**

For Self-assessment

Below you can find self-assessments that include both checklist and open-ended formats, followed by those that are open-ended only, and then check-list only.

Combined checklist and open-ended:

Survey Questions and Expectations for Annual Evaluation of Teaching (Self-Assessment, Department of Psychology): [Evaluation of Teaching Survey 2024 Word Doc_from Psychology.docx](#)

- This is a set of self-assessment survey questions related to an instructor's annual evaluation of teaching. It includes both open-ended responses and scoring for number of practices included. **It is integrated on p. 21 of the current document.**

Self-Evaluation of Teaching (Univ. of Dayton, adapted by Colo. State): [University-of-Dayton-Self-Evaluation-Rubrics.pdf](#)

- This self-evaluation rubric includes a checklist with scoring followed by open-ended response section.

Teaching Practices Inventory: <http://www.cwsei.ubc.ca/resources/tools/tpi.html>

- This is a website for teaching practices that includes inventory and scoring files. It allows controlled and open-ended questions in Excel and Qualtrics formats. It was designed to characterize the teaching practices used in undergraduate science and mathematics courses. It requires 10-15 minutes to fill out and provides a detailed characterization of practices used in all aspects of a lecture course.

Open-ended Format:

GSWS Self-assessment: [GSWS Instructor's Form.docx](#)

- This document currently serves to precede in-class observation, although it is a form of self-assessment. It is qualitative / open-ended in nature.

Checklist Format:

Checklist of Research-based and Inclusive Teaching Practices

- This is part of the larger set of survey questions in the previous survey document, but here we foreground the specific checklist of research-based and inclusive teaching practices. **It is integrated on p. 25 of the current document.**

Instructor Self-Evaluation (Univ. of Illinois, adapted by Calvin College): [offices-services-provost-files-instructorself-eval.doc](#)

- This is a checklist that enables a scored self-evaluation.

Self-Assessment of Inventory of Inclusive Teaching Strategies (Univ. of Michigan): [Inventory-of-Inclusive-Teaching-Strategies-Update-Draft.pdf](#)

- This is a comprehensive checklist for self-assessment of inclusive teaching practices.

For Annual Reports

Psychology Teaching Portfolio Rubric (applicable to annual reports): [teaching portfolio rubric april 2022.xlsx](#)

- This is a set of self-assessment survey questions related to an instructor's annual evaluation of teaching. It includes both open-ended responses and scoring for number of practices included. **It is integrated on p. 21 of the current document.**

Linguistics, Possible Materials to Include in Annual Report (pp. 2-3): [Committee for Teaching Development_Proposal Approved_Spring2022_Linguistics.pdf](#)

- This is a list of materials that a faculty member could consider including to document teaching excellence within a teaching portfolio. **It is integrated on p. 19 of the current document.**

For Peer Letters

See draft of Assessment Observation Letter template by Leslie Hammond: [Assessment Observation Letters.docx](#)

- This provides information regarding observation planning for peer observation, materials to share ahead of an observation, what to observe on observation day, guidelines for discussion after the observation, and instructions for letter writing. **It is integrated on p. 28 of the current document.**

Sample peer letter from Pitt: **Integrated on p. 31 of the current document.**

- This is a sample peer letter.

Sample peer letter from Penn State (1 of 2): [Dossier example 1](#)

- This is a sample peer letter.

Sample peer letter from Penn State (2 of 2): [Dossier example 2](#)

- This is a second sample peer letter.

FORMATIVE CLASSROOM OBSERVATION CHECKLIST (Pitt CTL)

Instructor: _____ Class/Date:

BEHAVIORS RELATED TO EFFECTIVE TEACHING	+ Achieved / Developing - Needs Improvement
INTRODUCTORY ACTIVITIES	
States objectives for class session	
Communicates a clear organizational scheme/agenda	
Helps students to recall what they already know	
Communicates the relevance of the lesson	
Provides a rationale for learning activities	
LESSON STRUCTURE & CONTENT	
Connects material to real world examples or students' interests	
Checks understanding through targeted questions or activities	
Defines new terms before using them	
Breaks down complex ideas into simple parts	
Limits key ideas or concepts to fewer than seven	
Paces the lesson appropriately	
Uses statements or examples that do not assume that students share a common cultural perspective	
Provides a clear explanation of learning tasks and assignments	
Provides a summary of key points or ideas that includes a transition to the next lesson	
STUDENT INTERACTION, ENGAGEMENT, & FEEDBACK	
Exhibits or expresses enthusiasm about the topic	
Addresses students by name	
Promotes whole-class participation and engagement	
Gives students varied, multimodal means of engaging in class and/or expressing their learning	
Provides opportunities for active learning	
Demonstrates adaptability in response to students' needs	
Provides improvement-focused feedback on students' responses to questions or activities	
Uses growth mindset language and practices (e.g. reinforces that students can improve with practice, praises effort, encourages productive mistake-making)	
Invites student questions multiple times	
Demonstrates respect when responding to students	

<u>ACCESSIBILITY</u>	
Easily heard	
Enunciation is clear	
Faces the class when speaking	
Provides explanations for visuals (as opposed to reading them)	
Visual information easily seen	
Audio easily heard if used	
Slides have minimal text and relevant visuals	
Diagrams, charts, and maps are labeled clearly	
Purpose of media explained	

What are the observed teaching strengths?

How could teaching be improved?

Additional Comments:

Created by the University of Pittsburgh Center for Teaching and Learning. Based on the principles from Ambrose et al. (2023) and Addy et al. (2021).

GSWS Teaching Peer Review Form

PEER-to-PEER Teaching Review

Peer-to-peer teaching reviews are intended to offer an opportunity for constructive conversation about teaching. Below is a tool intended to help document an observed class. You should adapt the questions or areas of consideration to fit your circumstances. Ideally, peer observation allows an instructor to identify the kind of skills, practices and procedures that can be improved over time. For that reason, it is important to think about the class in terms of the instructor's intent. For the purpose of this review, the instructor will provide information about their course in the Instructor's Form and the Reviewer will record their observations on the Reviewer's Form. These two forms should become the basis of a conversation after the observed class.

I. PEER INFORMATION

Name of instructor _____ Program or Dept. _____

Title & Course # of class being observed _____

Name of observer _____ Program or Dept. _____

Number of Students _____ Date and Time _____

II. CLASS OBSERVATION

- 1) Describe the presentation of information by the instructor. What methods did the instructor draw upon to begin the conversation? Did the instructor assume student reading knowledge or written exercises?¹

2) Describe the student-initiated discourse.

3) How did this class contribute to course objectives and goals?

4) What areas of strength did the faculty member demonstrate that improve student learning?

5) What might have detracted from student learning?

6) Please include any other general observations that may be helpful.

7) What do you feel *you learned* from observing this faculty member that will contribute to your own development?

Combination Checklist and Qualitative Observation Form (Linguistics):

Observer's Name: _____ Date: _____

Name of the observed instructor: _____

Name of the class: _____

(In advance of observation:) **For the instructor who is being observed:**

Concerns or areas you want the observer to especially consider?

Observation Rubric (checklist format)

	Needs Improvement (not yet completed or needs work)	Satisfactory (meets expectations or some areas need improvement)	Excellent (exceeds expectations)
Learning climate, expectations, and active learning			
There is clear evidence that this a safe learning environment supported by the instructor.			
There is clear evidence that positive relationships are fostered between the instructor and the students.			
There is clear evidence that the expectations for students are apparent.			
There is clear evidence of active learning.			
Classroom assessment and reflection			
There is clear evidence of the teacher and student collaboratively gathering information and reflecting on learning through a systematic process that informs instruction.			
Instructor rigor and student engagement			
There is clear evidence of the instructor supporting and encouraging a student's commitment to initiate and complete complex inquiry-based learning requiring creative and critical thinking with attention to problem solving.			
Instructional relevance			
There is clear evidence that the instructor shows the ability to facilitate learning experiences that are meaningful to the students and prepare them for necessary future skills.			

Online Teaching Observation Checklist (Pitt CGS)

Customizable Template

The following checklist provides an overview of observable online teaching practices, grouped by category, and where they can be observed within the online course environment. This is a customizable template, and the items are not prescriptive or exhaustive. They are designed to be added either to existing review checklists or used as presented, depending on the departmental goals for the observation (summative, formative, peer, or self-reflective). The language can serve as a guide to inform the qualitative portion of the observation, with weights assigned based on rubrics already in use by the department.

Category	Observable Teaching Practices	Where to find
Instructor Presence	<input type="checkbox"/> A welcome message and/or introduction video is provided. <input type="checkbox"/> Regular announcements or updates are shared at least once a week to keep students informed. <input type="checkbox"/> Instructor actively engages in discussion forums (e.g., posing questions, responding to students). <input type="checkbox"/> Video and / or audio recordings are included to personalize instruction. <input type="checkbox"/> Live engagement opportunities (e.g., office hours, Q&A sessions) are scheduled and advertised. <input type="checkbox"/> Instructor logs in and interacts with course materials and students consistently.	<ul style="list-style-type: none"> • Announcements area • Home page / Start Here module • Discussion forums • Module Overviews • Zoom / Canvas Conferences • LMS Analytics
Instructor Communication	<input type="checkbox"/> Instructor provides opportunities for informal one-on-one and group communication (email, chat, check-ins, discussion space such Online Cafe) to foster student connection. <input type="checkbox"/> Communication expectations and response times are clearly outlined and enforced. <input type="checkbox"/> Instructor messages and reminders are encouraging, inclusive, and welcoming to diverse learners. <input type="checkbox"/> Timely intervention and support are provided when students show signs of disengagement or distress.	<ul style="list-style-type: none"> • Syllabus • Discussion forums • Chat • Announcements • Grade book • LMS inbox
Student Engagement	<input type="checkbox"/> Students log in regularly and access course materials. <input type="checkbox"/> Student contributions to discussions are frequent, meaningful, and demonstrate engagement with the material. <input type="checkbox"/> Students actively engage with multimedia resources (videos, readings, interactive exercises).	<ul style="list-style-type: none"> • LMS analytics • Discussion forums • EdTech tools (H5P, Perusall, Padlet, Lucid, etc.) • Quizzes • Assignments • Group project logs

	<input type="checkbox"/> Graded activities (quizzes, discussions, assignments) are completed on time.	
Student Interaction	<input type="checkbox"/> Peer feedback is given and received in discussion boards and/or other peer activities. <input type="checkbox"/> Student participation in group projects or collaborative activities is evident through shared documents and messages. <input type="checkbox"/> Students communicate with each other using course chats, group forums, or breakout rooms.	<ul style="list-style-type: none"> • Discussion boards • Canvas Groups • EdTech tools (Padlet, Lucid, Perusall, Zoom, etc.)
Course Structure & Organization	<input type="checkbox"/> Course is logically organized and easy to navigate. <input type="checkbox"/> Course syllabus and learning expectations are easily accessible. <input type="checkbox"/> Learning resources follow a consistent structure (e.g., introduction, content, activities, assessment). <input type="checkbox"/> Instructions for assignments and activities are detailed and easy to understand. <input type="checkbox"/> Submission dates are up to date for the current semester.	<ul style="list-style-type: none"> • Syllabus page & Course schedule • Modules • Pages • Assignments
Content Delivery	<input type="checkbox"/> Instructor shares real-time resources and supplemental materials based on student needs or to clarify concepts or misunderstandings. <input type="checkbox"/> Instructor adjusts content or provides new content based on student performance or feedback. <input type="checkbox"/> Content is presented in small, manageable segments. <input type="checkbox"/> Instructor offers immediate help on specific topics through office hours, check-ins, or instructor-created videos, tutorials, practice activities, etc. <input type="checkbox"/> Clear examples and real-world applications are included.	<ul style="list-style-type: none"> • Announcements • Modules • Discussions • Assignments • LMS data
Use of Technology	<input type="checkbox"/> Instructor uses various materials (videos, readings, slides) to enhance content delivery. <input type="checkbox"/> Real-time communication is facilitated through Zoom, chat, or other LMS tools. <input type="checkbox"/> Group work is encouraged using collaborative platforms and tools. <input type="checkbox"/> Interactive elements are used to enhance learning. <input type="checkbox"/> Online assessments and surveys are used to gauge understanding and provide timely feedback. <input type="checkbox"/> Plagiarism detection tools such as Turnitin are used as learning aids.	<ul style="list-style-type: none"> • Modules • Zoom • Groups • Assignments • EdTech tools (Padlet, Lucid, Perusall, Zoom, etc.)

Assessment	<input type="checkbox"/> Rubrics or grading criteria are included for assignments. <input type="checkbox"/> Instructor uses diverse assessment methods rather than a few graded assignments. <input type="checkbox"/> Instructor introduces formative assessments to encourage continuous improvement and promote deeper engagement with the material. <input type="checkbox"/> Instructor analyzes student performance on summative assessments to ensure alignment with course objectives and that grading is consistent and transparent.	<ul style="list-style-type: none"> • Syllabus • LMS analytics • LMS Gradebook • Modules • Assignments • Quizzes • EdTech tools (Padlet, Lucid, Perusall, H5P, etc.) •
Feedback	<input type="checkbox"/> Instructor provides grades and feedback within a reasonable timeframe. <input type="checkbox"/> Comments address strengths and areas for improvement. <input type="checkbox"/> Instructor encourages self-reflection and peer feedback. <input type="checkbox"/> Students can track their progress in the grade book and respond to feedback. <input type="checkbox"/> Students are given opportunities for revision based on feedback.	<ul style="list-style-type: none"> • LMS Gradebook • Discussions • Assignments • Announcements

CGS and Other Online Resources:

Continuous Improvement and Best Practices in Online Teaching

- [Strategies for Asynchronous Teaching](#)
- [Online Discussions: Strategies and Considerations](#)
- [Collaborative Learning Via Blogs, Wikis, and Journals](#)
- [Using Announcements to Give Narrative Shape to Your Online Classroom](#) (Faculty Focus, Magna Publications)

Instructional Design and Course Planning

- [CGS Standards for Quality Online Course Design](#)
- [CGS Instructional Design Support](#)
- [Optimizing High-Quality Digital Learning Experiences: A Playbook for Faculty](#) (OLC publication)

List of Artifacts to Document Teaching Excellence (Pitt Department of Linguistics)

Background

Graduate students and newer instructors have made it clear that a centralized list of artifacts that are useful to save as documentation for teaching excellence should be provided.

Recommendation

As students and faculty increase teaching acumen and foster growth in the classroom, numerous artifacts are useful to retain and develop. The following are artifacts that instructors are encouraged to consider in their efforts to document teaching excellence for annual reviews, promotion, portfolios, job applications, etc. The list is extensive but not exclusive. Other items may well be appropriate showcases of teaching excellence. Questions concerning the appropriateness of items absent from this list should be raised to one's supervisor.

1. Common Documentation
 - a. Teaching statement
 - b. OMET student evaluations of teaching/climate surveys
 - c. Sample course material such as course syllabi, readings, lesson plans, activities, assignments, exams, and projects
2. Documentation Reflecting Instructor Perspective (any documentation created or organized by the instructor)
 - a. Documentation of ways instructor has responded to student/observer feedback
 - b. Documentation of development of new course (e.g., notes, sequential drafts of syllabus, drafts of assignments/assessments, etc.)
 - c. Sample of student work with option of explanation of how student performance linked to instruction
 - d. Sample of student work with instructor feedback with option of explanation of how feedback related to student learning outcomes, rubric, or improvement in subsequent student work
3. Professional Development
 - a. Workshops/seminars attended/presented
 - b. Webinars attended/presented
 - c. Conferences/conventions attended/presented
 - d. Guest lectures attended/presented
 - e. Literature read related to pedagogy
4. External Perspective (documentation from an entity other than the instructor)
 - a. Published reviews of instructor's pedagogical materials
 - b. Unsolicited feedback from students or colleagues on instruction, mentoring, curriculum development, etc.
 - c. Teaching awards

- d. Class observations by University peer, University supervisor, and/or Center for Teaching and Learning
- 5. Publications
 - a. Published pedagogical materials or textbooks
 - b. Published articles with pedagogical suggestions or implications
- 6. Student or Colleague Achievements
 - a. Student or colleague award based on work mentored by instructor
 - b. Student or colleague presentation based on work mentored by instructor
 - c. Student or colleague publication based on work mentored by instructor

Survey questions and expectations

for annual evaluation of teaching (Pitt Department of Psychology)

This document previews the contents of the online survey on teaching (in blue) that is part of the psychology department annual faculty evaluation process.

Section 1: *This section is about your focused efforts to improve your teaching. It will help us understand common places of struggle and to identify who has developed useful strategies that would be great to share with the department. In addition, while completing this section, faculty often develop new ideas for future refinements. Given these formative goals, there are no specific evaluative criteria applied to this section.*

Section 2: *This section is about the teaching practices you use in your teaching. This section contains specific criteria (in green) that the evaluation committee will be applying.*

We expect many will find it helpful to compose answers to open-ended questions in this word template, and then paste answers into the online survey. A sentence or two (or a brief bulleted list) should be enough for each of the open-ended questions.

Additional materials. *One question in section 1 asks for you to share materials or resources if you are willing.*

Time expectations. *Beyond organizing the additional materials, completing the responses should take less than an hour.*

Section 1: Survey on Focus Area of Teaching Improvement

1. Did you teach a course in the last year [since last May]? If you select 'no', the survey will end and no additional response is needed from you. (yes/no)

If q1=yes, continue; if q1=no, end survey

2. Did you select one or more specific aspects of a course to improve in the last year? This could be anything as narrow as efforts to boost attendance to as broad as completely revising the course as a whole. If you select yes, the survey asks for details. If you select no, the survey gives you an opportunity to discuss plans for next year. (yes/no)

If q2=yes:

3. Which course did you select?
4. Describe one specific aspect that you improved in your selected course. [*The remaining questions focus on this specific aspect and will ask for details on the rationale, what you tried, what you learned, and your next steps, if relevant.*]
5. Why did you choose that focus?
6. What kind of resources did you use in working on this focus? (check all that apply)
 - a. Attended a workshop on the topic
 - b. Consulted with someone from the Center for Teaching and Learning
 - c. Had a colleague observe my class and provide feedback on this focus
 - d. Discussed this with an experienced colleague
 - e. Attended a discussion group on the topic
 - f. Read some research papers on the topic
 - g. Obtained a local grant (e.g., dBSERC) to work on this
 - h. other: _____

7. What kind of change(s) did you make within that focus, and why did you choose those?
8. What was the relative success of those changes (strengths and weaknesses) and how did you evaluate that (e.g., survey comments, assessment performance, student behaviors)?
9. What are your plans for next steps on this topic (e.g., adopt/adapt/abandon)?
10. Did you share your experiences with other colleagues (informal discussion group, teaching program event, lunch talk series, conference, etc.)? (if yes, describe)
11. Would you like the department to provide resources or a lunch-and-learn event on this topic or another topic? If yes, share your particular questions or frustrations.

continue to part 2

If q2=no:

12. Do you have a specific aspect that you would like to focus on next year? (yes/no)

if q12=yes, continue; if q12=no, continue to part 2

13. What is that specific aspect?
14. Why did you choose that aspect to focus upon?
15. What kind of resources do you plan to use in working on this focus?
 - a. Attended a workshop on the topic
 - b. Consulted with someone from the Center for Teaching and Learning
 - c. Had a colleague observe my class and provide feedback on this focus

- d. Discussed this with an experienced colleague
- e. Attended a discussion group on the topic
- f. Read some research papers on the topic
- g. Obtained a local grant (e.g., dBSERC) to work on this
- h. other: _____

16. What kind of data do you plan to use to help evaluate your changes? (e.g., mid-semester survey, OMET comments, assessment performance reports)

17. Would you like the department to provide resources or a lunch-and-learn event on this topic or another topic? If yes, share your particular questions or frustrations.

continue to part 2

Section 2: Survey of research-based and inclusive teaching practices

- *Research-based practices are those for which there is an established research basis for improved overall learning outcomes*
- *Inclusive teaching practices are those for which there is an established research basis or current expert consensus that demographic-based variation in learning outcomes is reduced*
- *Some teaching practices are both research-based and inclusive*
- ***No one could implement all of these practices in one class. Also, a few are easier to implement in small classes and a few are more relevant to large classes.*** *On average, there are roughly similar numbers of practices that apply to different course formats. Within our department, instructors in the past have been able to reach 'leader' levels in both types of teaching practices in every course format.*
- *We note that superficial implementation of strategies will not necessarily lead to improvement in outcomes. Some testing, reflection, and revision and consideration of context will often be required; such processes are captured in section 1 of the survey.*

This section focuses upon your largest enrollment course (since last May). Your teaching excellence in other courses is important, too, but the largest impact on students occurs from teaching excellence in your larger enrollment courses. If you have multiple courses of roughly the same size, select the one that you taught most often this year or the one that you will teach most often going forward.

Name your selected course:

Which of the following **teaching practices** did you use? [check all that apply, r=research-based, i=inclusive]

- I provided a list of topic-specific or non-specific competencies about what students should achieve (be able to do) [r]
- I regularly included relevant research by researchers who are women, scholars of color, or members of other marginalized communities (e.g., LGBTQIA, people with disabilities, people excluded by religion) and made their identities explicitly known to students. [i]
- I provided opportunities for students to learn about the history of marginalization in this area, regardless of whether I was able to provide current research by scholars from marginalized communities. [i]
- I regularly provided and contributed to a student wiki or discussion board [r]

- I required students to discuss or write about one or more papers from the scientific literature [r]
- I regularly provided students with concrete materials that helped them understand my expectations, e.g. solutions to homework assignments, worked examples, annotated example paper, or provided practice/old exams (with or without solutions) [r]
- I regularly provided animations, video clips, or simulations related to the course material [r]
- I had a small group discussion, problem solving activity, or demonstration with discussion in most class periods [r, i]
- I provided opportunities to discuss why the material is interesting/relevant from a student perspective several times in the term [r, i]
- I had multiple assignments that pushed the students to self-assess their knowledge (e.g. with homework or quizzes) before class, and/or regularly ended classes with a reflective activity [r]
- I regularly used a response system (e.g., a clicker, show of hands) followed by student discussion several times in the class [r]
- I gave frequent assignments/homework (e.g., less than 2 weeks apart) [r, i]
- I required a paper or project that involved some degree of student choice in the topic or design [r, i]
- I encouraged students to work collaboratively on assignments/projects [r, i]
- I gave students assignments that included a draft that received feedback prior to final grading or an opportunity to redo work to improve their grade [r, i]
- I gave students back marked assignments or exams, or provided answer keys [r]
- I gave three or more exams over the term, and/or a final assessment that was worth less than 50% of the final course grade [r, i]
- I gave students a pre-post test (e.g., a concept inventory) to measure learning [r]
- I learned the names of most or all of the students in my class [r,i]
- I regularly shared personal stories that related to the content I was covering in class [r, i]
- I met regularly with my TA/UTAs (5+ times per term) and involved them in discussions of student learning and course material [r]
- I gave students an opportunity to give me feedback about the course part way through the term [r, i]
- I personally reached out to one or more students who were struggling in one of my classes [r, i]
- I held weekly office hours that were regularly attended by 1 or more students [r]
- I regularly used examples in class that were not from the dominant culture [i]
- I included focal topics of relevance to multiple marginalized communities (e.g., phenomena that occur within specific communities by language, religion, gender, sexual identity, ...) [i]

- All class materials (e.g., readings, study guides, extra resources) were organized on Canvas (or wherever students accessed course materials) such that students could quickly find relevant materials. [i]
- All assignments were well specified and announced to the students at least two weeks before their due date. [i]
- I allowed students multiple ways to earn class participation credit (i.e. not only by talking in class) [i]
- I used multiple assessment strategies over the course of the semester, (i.e. didn't assign only multiple choice exams or only papers) [i]
- I gave students a rationale for the learning activities, assessments, and grading policies; That rationale focused on student learning. [i]
- I repeatedly used Canvas' [accessibility checker](#) (or similar) to get suggestions on making visual materials more accessible. [i]
- I always used [captioning](#) in my lectures or lecture recordings [i]
- I provided testing accommodations to my students if DRS could not be utilized [i]
- I included a diversity/inclusion statement in the syllabus that explicitly expects respect and empathy for every student. [i]
- I provided students with an opportunity to discuss classroom community norms that respect and build empathy for every student. [i]
- I did none of these

To help share best practices, please give some details on one of the items that seems particularly useful to student learning:

In implementing the items you selected in the prior question, were there some resources you found to be especially helpful to you? If so, please provide a link to those resources (or a verbal description for where others might find it). Alternatively, if you have an example to share that seems to work especially well, please upload it here *[if you have multiple files, archive them into one ZIP file first before uploading; simple instructions for how to do this on in the online survey]*.

Describe any barriers to engaging in DEI practices in your classes and/or challenges you have experienced when trying to implement specific DEI practices.

Describe any ways in which you would like to see the department support your efforts to enhance DEI in your teaching.

Evaluation Criteria for Section 2

Evaluation rubric based upon number of **research-based** practices (22 max):

Unsatisfactory (requires improvement?): 0–4

Satisfactory: 5–11

Leader: 12+

Evaluation rubric based upon number of **inclusive teaching** practices (25 max):

Unsatisfactory: 0–4

Satisfactory: 5–13

Leader: 14+

Suggestions for peer observations of teaching and letters, especially in the Social Sciences and Humanities

Instructor planning for peer observation:

Ideally, teaching observation should focus on formative evaluation as well as summative evaluation, and it should provide views into instructors' multi-faceted teaching skills. For these reasons, it's best to schedule observations during different semesters and, for the purposes of promotion, across multiple years. Different letters should reflect different courses and teaching formats. If an instructor requests two observations of the same course, the two observations should reflect separate class sessions with different course content.

Observer planning:

Once the instructor and the observer have chosen a date, the instructor can share some or all of the following:

- Syllabus and course learning objectives
- Lesson plan and its role in course learning objectives
- Assignment requirements and materials
- Student artifacts
- Examples of instructor feedback on student work
- The instructor may also want to request that the observer comment on particular aspects of teaching or course materials.

Observation Day:

-During class, the observer should take notes that include careful accounts of the details of the class as well as a time log, so that the letter can reflect proportions of class time dedicated to each aspect of teaching. Topics might include the following.

In a lecture-centered class, one might observe the following:

- Style and organization of lecture
- Use of visual aids

- Presentation of concepts and examples
- Connections between observation-day class contents and previous course content
- Connections between course content and other information or experiences that students may have (e.g., current events; jobs; professional development; daily life)

On teaching methods beyond the lecture, one might observe:

- Types of methods
- Extent to which these methods encourage individual exploration and understanding
- Extent to which they inspire self-reflection
- Extent to which they encourage collaboration
- Integration of teaching methods into coherent lesson plan
- Alignment of methods with syllabus's stated learning objectives
- Engagement of students in each of the various teaching methods

General observations may include:

- Observations of student-teacher rapport
- Observations of students' rapport with one another

Instructor-Observer discussion after the observation:

In addition to observer comments with regard to the above suggestions, discussion after the observation can include areas where the *instructor* felt class went well and where they felt the class was weak.

Discussion can include the instructor's ideas for revision next time they teach the class, either at the level of the syllabus or at the level of the lesson plan and other self-reflective topics.

Writing the letter:

The letter should include comments on teaching materials, the teaching observation itself and the post-observation discussion. It should note areas of excellence, areas that need development and any evidence that the instructor is self-reflective and working to fine-tune and improve their teaching.

The instructor should read the penultimate draft of the letter and offer comments, which the observer may incorporate into the final draft of the letter.

In addition to other recipients requested by the instructor, the observer should give the instructor a copy of the final letter.

Pitt's CTL can offer many resources for Peer Reviews of Teaching:

<https://teaching.pitt.edu/resources/assessment-of-teaching-peer-review/#sample-tools>

Leslie Hammond

January 31, 2025

HEADER

Dear CHAIR,

I am writing to inform you of the results of my evaluation of XXX's teaching, which I undertook in my role as a member of the YYY department's teaching evaluation committee. To support this evaluation, I did the assigned readings for and attended an in-person lecture in XXX's ZZZ (COURSE NUMBER) course on DATE. I also reviewed her syllabus for the course, and the answers she provided to four pre-observation questions. Finally, XXX and I had a debriefing meeting in which we went over the results of my observation and shared ideas about teaching.

To frame this evaluation, I will note that I did a teaching observation for XXX on a different lecture in this same course six years ago. I was extremely impressed by the strength of her teaching at that time. Since that time, XXX has maintained the core strengths of her teaching and course, but has added a number of significant, innovative and thoughtfully designed features and assignments. These have only improved what was already an excellent course taught by an excellent teacher.

ZZZ is an upper-level undergraduate YYY class taken mostly by junior and senior YYY majors. However, because XXX wants the class to be accessible to students from other fields who have a strong interest in ZZZ, she does not impose formal prerequisites. The course is capped at 30 students to allow for active discussion. The goals of this course are to teach students advanced content in ZZZ and the research methods used in the field, to train students to read and critically evaluate research papers, and to improve students' oral presentation and writing in the discipline. XXX teaches this class as a lecture with frequent opportunities for class discussion. It is a model for a rigorous class that requires students to do extensive reading in the scientific primary literature, teaches them to engage in critical thinking in and about science, works on oral and writing skills, and yet is engaging, accessible, and inclusive.

XXX has an intentional and inclusive approach to assessment. Her class has many low-stakes assessments, and offers students alternatives: for example, students can improve their participation grade by contributing to a discussion board on canvas if speaking in class poses a challenge for them. One particularly innovative aspect of the course is the fact that the task of reviewing the papers that are read for homework in class has been turned into an opportunity for students to learn to speak in the discipline. Each student is required to do a five-minute oral presentation (including both a summary and a

critical evaluation) of one of the journal articles that is read for homework, which means that almost all class sessions have two short student presentations at appropriate times during lecture. XXX also builds in multiple opportunities for writing, with early assignments focusing on scientific writing, and later assignments focusing both on evaluating the way scientific results are reported in the media as well as learning to accurately communicate science to a lay audience via writing. For the final writing assignment, XXX builds in multiple drafts and peer feedback. In addition to these written assessments, XXX includes frequent lower-stakes assessment in the form of multiple quizzes, class participation, and graded participation in two of the three full-period class discussions that build from the first three written assignments. Her assignments are thoughtful and appealingly integrative. For example, the early writing assignments are an exercise in synthesizing across multiple class periods (supported by readings that both bridge across topics and are highly topical). After each of these writing assignments, a full class period is devoted to class discussion of the critiques and ideas for further research that students developed in their writing assignments. This is a wonderful way of getting students thinking like scientists.

XXX uses many inclusive teaching strategies. Her syllabus is welcoming and supportive and written in a student-centered way. She frequently ties course content to questions that are relevant to students and their lives. She demonstrates respect by knowing every student's name and using their names frequently during class. And as described above, her assessments are frequent and low-stakes, and many of them scaffold skills from one assignment to the next. In class, XXX presented culturally diverse examples in her slides, and pushed the class to think about how and why it is problematic that many of the studies discussed in class have relatively non-diverse samples of participants. Later, she guided the class in a discussion of how one of the major experimental tasks under discussion that day depended on culturally specific norms and expectations, and how this limits this area of research. Students responded enthusiastically and even suggested some potential cross-cultural follow up studies.

In my observation, it was clear that XXX has organized the class content to facilitate students in linking ideas and seeing the big picture. She started the class with clear learning goals and the power points kept the big picture of the lecture accessible. Multiple times during the class period XXX (and sometimes students) pointed out links to topics that had been covered in previous lectures. In addition, she drew attention to emerging patterns across studies covered in different classes. For example, when discussing a just-published paper on how experience with cellphones and selfies might be changing toddlers' mental representations of themselves, XXX noted that the results were consistent with the generalization that seemed to be emerging from many of the papers read in class that when children are actively involved in a process, their cognition about it is more sophisticated.

XXX also facilitated student understanding and cognitive engagement, and checked for understanding. She defined terms when she introduced them and redefined them briefly if it had been a while since their last mention. Her slides were extremely well-designed, with images and videos that were both engaging and served as very useful concrete examples of abstract ideas or complex experimental methods. When embarking on a class discussion of a journal article that had been read for homework, XXX always started by asking if anyone had any clarification questions or had failed to understand anything about the paper before moving on to deeper discussion. One of the discussions I observed was about a paper that provided some evidence that rewarding children for altruistic behavior decreased the likelihood that they would continue to engage in that behavior. The students were very engaged in this discussion and both evaluated the validity of the study and related it directly to their own lives. Indeed, I counted a minimum of 16 different students who made legitimate contributions to class discussion during my observation (approximately 25 students were in class that day).

My observation further indicated that XXX did an extremely good job keeping students interested and connecting with students. The class period was 75 minutes, but the time moved quickly because the lecture was interspersed with videos, student presentations, and class discussions. XXX was enthusiastic about the material and did particularly well at supporting students during discussion. She revoiced student contributions to make sure everyone else could hear them and she asked follow up questions and praised students for insightful contributions.

In sum, XXX is teaching an intellectually challenging and engaging class that provides students a wealth of learning opportunities, including speaking and writing in the discipline, reading and critically evaluating the scientific literature, participating in developing scientific ideas, and translating scientific findings to a general audience. That she maintains a high degree of rigor while making class engaging, accessible, and inclusive, is all the more impressive.

Sincerely, WWWW

Appendix C. Bibliographies

For comprehensive, book-length overviews of issues referenced in the teaching assessment plan

Clayson, D. E. (2020). *A comprehensive critique of student evaluation of teaching: Critical perspectives on validity, reliability, and impartiality*. Taylor & Francis Group.

Hutchings, P., Huber, M., and Ciccone, A. (2011). *The scholarship of teaching and learning reconsidered: institutional integration and impact*. Stanford, California: Jossey-Bass.

National Academies of Sciences, Engineering, and Medicine (2020). *Recognizing and evaluating teaching in higher education: Proceedings of a workshop in brief*. Washington: The National Academies Press. <http://nap.edu/25685>

For five article-length pieces on evaluating teaching recommended by Pitt CTL

Andrews, S.E., Keating, J., Corbo, J.C., Gammon, M., Reinholz, D.L., Finkelstein, N. (2020). Transforming teaching evaluation in the disciplines: A model and case study of departmental change. In White, K., Beach, A., Finkelstein, N., Henderson, C., Simkins, S., Slakey, L., Stains, M., Weaver, G., & Whitehead, L. (Eds.). *Transforming institutions: Accelerating Systemic Change in Higher Education*. Pressbooks.

Berk, R.A. (2005). Survey of 12 strategies to measure teaching effectiveness. *International Journal of Teaching and Learning in Higher Education*, 17(1).

Berk, R.A. (2018). Start spreading the news: Use multiple sources of evidence to evaluate teaching. *The Journal of Faculty Development* 32(1).

Burdsal, C.A. & Harrison, P.D. (2008). Further evidence supporting the validity of both a multidimensional profile and an overall evaluation of teaching effectiveness. *Assessment & Evaluation in Higher Education*, 33(5), 567-576. doi: 10.1080/02602930701699049

Gormally, C., Evans, M., & Brickman, P. (2014). Feedback about teaching in higher ed: Neglected opportunities to promote change. *CBE-Life Sciences Education*, 13, 187-199. doi: 10.1187/CBE.13-12-0235

References on peer evaluation (from CTL website)

- Al Qahtani, S., Kattan, T., Al Harbi, K., Seefeldt, M. (2011). [Some thoughts on educational peer evaluation \(opens in new tab\)](#). *South-East Asian Journal of Medical Education*, 5(1), 47–49.
- Bell, A. & Mladenovic, R. (2008). The benefits of peer observation of teaching for tutor development. *Higher Education*, 55(6). doi: 10.1007/s10734-007-9093-1 (opens in new tab)
- Berk, R.A., Naumann, P.L., & Appling, S.A. (2004). [Beyond student ratings: Peer observation of classroom and clinical teaching. *International Journal of Nursing Education Scholarship*, 1\(1\). doi: 10.2202/1548-923x.1024 \(opens in new tab\)](#)
- Bingham, R., Ottewill, R. (2001). [Whatever happened to peer review? Revitalising the contribution of tutors to course evaluation. *Quality Assurance in Education*, 9, 32–39. doi:10.1108/09684880110381319 \(opens in new tab\)](#)
- DiVall, M., Barr, J., Gonyeau, M., Matthews, S. J., Van Amburgh, J., Qualters, D., & Trujillo, J. (2012). [Follow-up assessment of a faculty peer observation and evaluation program. *American Journal of Pharmaceutical Education*, 76\(4\). doi: 10.5688/ajpe76461 \(opens in new tab\)](#)
- Gosling, D. (2002). Models of peer observation of teaching. ITSN Generic Centre Learning and Teaching Support Network.
- Hendry, G.D. & Oliver, G.R. (2012). [Seeing is believing: The benefits of peer observation. *Journal of University Teaching & Learning Practice*, 9\(1\). \(PDF – 114KB\)](#)
- Kohut, G. F., Burnap, C., Yon, M. G. (2007). [Peer observation of teaching: Perceptions of the observer and the observed. *College Teaching*, 55, 19–25. doi:10.3200/CTCH.55.1.19-25 \(opens in new tab\)](#)
- Kuo, F., Crabtree, J. L., & Scott, P. J. (2016). [Peer observation and evaluation tool \(POET\): A formative peer review supporting scholarly teaching. *The Open Journal of Occupational Therapy*, 4\(3\), doi:10.15453/2168-6408.1273 \(PDF – 887KB\)](#)
- Lund, T. J., Pilarz, M., Velasco, J. B., Chakraverty, D., Rosploch, K., Undersander, M., & Stains, M. (2015). [The best of both worlds: Building on the COPUS and RTOP observation protocols to easily and reliably measure various levels of reformed instructional practice. *CBE Life Sciences Education*, 14\(2\), doi:10.1187/cbe.14-10-0168 \(opens in new tab\)](#)

- [Marchant, G. J. \(1989\). *StRoBe: A classroom-on-task measure*. \(opens in new tab\)](#)
- [Newman, L.R., Roberts, D.H., & Schwartzstein, R.M. \(2012\). *Peer observation of teaching handbook*. Shapiro Institute for Education and Research at Harvard Medical School and Beth Israel Deaconess Medical Center. \(PDF – 543KB\)](#)
- [O’Leary, M. \(2020\). *Classroom Observation: A Guide to the Effective Observation of Teaching and Learning*. Taylor and Francis.](#)
- [Pembridge, J.J. & Rohrbacher, C.M. \(2020\). *Faculty peer review of teaching for the 21st century*. In S.M. Linder, C.M. Lee, & S. K. Stefl \(Eds.\), *Handbook of STEM faculty development* \(pp. 207-220\). Information Age Publishing.](#)
- [Smith, M. K., Francis H. M. Jones, Gilbert, S. L., & Wieman, C. E. \(2013\). *The classroom observation protocol for undergraduate STEM \(COPUS\): A new instrument to characterize university STEM classroom practices*. *CBE-Life Sciences Education*, 12\(4\), 618-627. doi:10.1187/cbe.13-08-0154 \(opens in new tab\)](#)
- [Swinglehurst, D., Russell, J. & Greenhalgh, R. \(2008\). *Peer observation of teaching in the online environment: an action research approach* \(opens in new tab\). *Journal of Computer Assisted Learning*, 24\(5\), 383-393. doi:10.1111/j.1365-2729.2007.00274.x](#)
- [Van Note Chism, N. \(1999\). *Peer review of teaching: A sourcebook* \(opens in new tab\).](#)