

A Rubric for Summative Peer Review of Teaching

The rubric was developed in March–June 2018 by an *ad hoc* working group comprising faculty members, Faculty leadership and members of the Centre for Teaching, Learning and Technology ([see a full list here](#)). To facilitate sharing and development, this work is licensed through a [Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License](#).



| | Learning Design | Teaching Activities | Educator Development |
|---|-----------------|---------------------|----------------------|
| <p>Exceptional</p> <p>An educator held in the highest regard by their peers and the institution, who achieves lasting impact in teaching and learning over a sustained period. An exemplary role model in enhancing teaching and supporting learning.</p> | | | |
| <p>Outstanding</p> <p>A distinctive educator, recognized by peers for the quality of their teaching. Displays a strong and evident commitment to teaching and learning and its continuous improvement, and has made significant contributions to this.</p> | | | |
| <p>Excellent</p> <p>An expert educator within their discipline, recognized as such by their peers. Commitment to and engagement in the enhancement of teaching and learning.</p> | | | |
| <p>High Quality</p> <p>A highly effective educator within their discipline, as judged by peers, who demonstrates a highly collegial approach to enhancement of teaching and learning.</p> | | | |
| <p>Successful</p> <p>A competent educator, as judged by experience and achievement, with a sincere, collegial commitment to the teaching & learning mandate of the discipline.</p> | | | |
| <p>Developing</p> <p>An engaged but developing educator, requiring experience, opportunity, mentorship and/or support to enhance their teaching practice.</p> | | | |
| <p>Poor</p> <p>An educator who falls short of the expectations of teaching quality, for reasons of either commitment and/or ability.</p> | | | |

LEARNING DESIGN

The actions to create and refine learning opportunities for students, that form part of a coherent curriculum and contribute to a program of study in the discipline.

| | |
|----------------------------|---|
| <p>Exceptional</p> | <p>Continuous and novel improvements in curriculum design that are based in sound pedagogical practices and promote student learning and intellectual growth. Provides strong evidence of improvement and effectiveness in curriculum design.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Tracks modifications made to curriculum over time and provides well-grounded rationale. Effectively demonstrates ways that curriculum design improvements have led to gains in student learning over time. Clearly articulates approach to design in a sophisticated way and makes strong links to current educational research. |
| <p>Outstanding</p> | <p>Extensive, innovative and novel approaches to curriculum design which are based in sound pedagogical practices and promote student learning and intellectual growth. Demonstrates clear evidence of improvement in curriculum design.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Effectively documents ways that curriculum design improvements promote student learning. Clearly articulates approach to design in a sophisticated way and makes strong links to effective discipline-appropriate pedagogies. |
| <p>Excellent</p> | <p>Consistently uses proven effective approaches to curriculum design, drawing on contemporary disciplinary practices to make regular enhancements and improvements.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> May be consulted by colleagues on approaches used. Clear trajectory of consistent improvements in course design over time. Articulates approach to design and makes reference to current practice and theories of teaching. |
| <p>High Quality</p> | <p>Makes use of effective approaches to curriculum design, which are based in sound pedagogical practices and promote student learning and intellectual growth. Makes periodic improvements to course and curriculum design.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Provides evidence of improvements in course design over time. Explains how curriculum design approaches promote student learning. Alignment between goals, assessment and activities is clearly apparent. |
| <p>Successful</p> | <p>Demonstrated ability to design curriculum that aligns goals, assessments and learning activities, to support student learning and intellectual growth. Contributes to periodic curriculum improvements for courses or modules.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Keeps a record of changes made to curriculum over time. Explains how curriculum design approaches are intended to promote student learning. Articulates approach to design by making reference to alignment between goals, assessments and learning activities. |
| <p>Developing</p> | <p>Opportunities to develop or design curriculum at the course level has either been limited or is currently underway. There is evidence of an attempt to align goals, assessment and learning activities to promote student learning and growth.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Some evidence of engagement with curriculum design. Limited ability to articulate curriculum design approaches in teaching dossier or otherwise. |
| <p>Poor</p> | <p>Evidence of course design is missing, or approaches show little or no coherence between goals, assessments and activities. No evidence of understanding or appreciation of how course design can support student learning and growth.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Teaching an inherited course 'as is' for multiple years. CV and/or dossier contains insufficient detail on course design approaches or practices. |

TEACHING ACTIVITIES

Command of subject matter; engagement of and with students in teaching and assessment activities; communication of concepts, ideas and material in an effective way to learners, that reflect developments in the field. The ability to support/positively challenge the intellectual development of students.

| | |
|----------------------------|---|
| <p>Exceptional</p> | <p>Esteemed by peers as an educator of the very highest caliber. Classes display a mastery of a variety of effective instructional approaches across a range of contexts, resulting in consistently high engagement of and achievement by learners. Exceptional teaching that is sustained over a long period of time across varying courses and contexts.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Esteemed as a 'master teacher' in the institution, potentially recognized externally (discipline award, 3M teaching fellowship etc.). • Deep (higher level than the course) and broad (implications of material) command of subject matter. • Actively seeks to understand areas students find challenging, and develops strategies to highlight and address these difficulties. • Expert class management, with strong student engagement throughout. • Class materials and/or instructional approaches may be used by others. |
| <p>Outstanding</p> | <p>Recognized by peers to be an educator of remarkable quality. Classes demonstrate the balance of support for and challenge of students in an expertly effective manner, with consistently excellent engagement and outcomes.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Deep (beyond the course) and broad (implications of material) command of subject matter. • Appreciation for elements of material students find challenging, and deployment of consistent and deliberate strategies to highlight and address these difficulties. • Expert class management, with strong student engagement throughout. • Class materials and / or instructional approaches may be used by others. |
| <p>Excellent</p> | <p>An expert teacher who consistently can both use and adapt discipline-appropriate student-centered learning strategies to various contexts. Consistent focus on methods and approaches to improve engagement of students to deepen and enhance their learning.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Deep (beyond the course) and broad (implications of material) command of subject matter. • Regularly solicits and acts on feedback from students on their learning (e.g. mid-course evaluations). • Classes are highly engaging and demonstrate understanding of student difficulties with material / topics. |
| <p>High Quality</p> | <p>A highly effective teacher who demonstrates broad command of subject matter and employs discipline-appropriate student-centered learning strategies. Classes provide evidence of effective engagement of students in appropriate ways to support their learning.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Shows clear command of course materials: includes examples of current trends and innovations in field, makes connections to other courses / fields of study. • Effective use of student-centered learning strategies (e.g. clickers, pair-share, small group discussion, etc.). • Provides fair, consistent assessments and timely feedback to students (e.g. assignments, midterms). |
| <p>Successful</p> | <p>A consistently professional educator, who sets clear expectations and shows concern for student success, creates an engaging environment conducive to learning, and demonstrates expertise with subject matter.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Expectations for students are readily apparent (e.g. goals for class / course, relationship to other sessions / courses). • Creates a respectful, inclusive and engaging atmosphere for dialogue and learning in the class. • Demonstrates up -to-date knowledge of recent developments / issues within the field. |
| <p>Developing</p> | <p>There are aspects of teaching that require attention in order to develop to a successful level, which may include aspects of student engagement, preparedness, presentation style, or comfort with discipline-appropriate approaches to teaching. There is evidence of awareness of gaps in teaching practice and efforts and commitment to improve.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Inconsistent and ineffective classroom management and / or minor issues with professionalism towards teaching. • Limited evidence of use of discipline-appropriate approaches proven to support student learning. • Potentially issues with subject matter knowledge in course material, or at the interfaces with other courses. |
| <p>Poor</p> | <p>Classes demonstrate serious concerns for one or more of the following: professionalism, organization and preparation; the ability to engage students; the knowledge of subject matter.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Unprofessional behavior, cancelling classes, non-inclusive or hostile classroom atmosphere. • Failing to provide clear and timely guidance on expectations, assessments etc. • Teaching at a level inappropriate for the course and / or failure to respond to significant student concerns. |



EDUCATOR DEVELOPMENT

Scholarly practice and personal development as an educator; an openness to improvement and enhancement; teaching experience across a range of contexts (e.g., course levels, topics).

| | |
|--|---|
| <p>Exceptional, Outstanding</p> | <p>Significant and broad professional growth as an educator, with extensive experience across different teaching contexts. Acts as a role model for the way educational practice can continue to develop.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Leads by example, through continued innovation in approach and enhancements to their own teaching. Has broad and varied teaching experience across several different contexts. Demonstrates own practice as an educator to be a continuous process of improvement. |
| <p>Excellent</p> | <p>Deep commitment to own professional growth as an educator, with strong evidence to demonstrate their own development across diverse teaching contexts</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Integrates and develops novel and proven discipline-appropriate approaches into their own teaching. Has broad and varied teaching experience across several different contexts. Clear pathway of improvement as an educator. |
| <p>High Quality</p> | <p>On-going demonstration of significant professional growth as an educator, with extensive experience across different teaching contexts.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Adopts discipline-appropriate approaches and integrates into their own teaching. Has broad and varied teaching experience across several different contexts. Has commitment to and evidence of continuing to further enhance own practice as an educator. |
| <p>Successful</p> | <p>Provides evidence of own professional growth as an educator, together with a commitment to improve; demonstrated experience teaching in different contexts.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Adoption of discipline-appropriate pedagogies and / or novel approaches. Teaching experience that spans different contexts. Articulates own areas for improvement, with appropriate strategies for doing so. |
| <p>Developing</p> | <p>Limited or insufficient evidence for own professional growth as an educator, but with a commitment to improve; possibly with limited breadth of teaching experience.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Limited adoption of discipline-appropriate pedagogies, or willingness to do so as the opportunity arises. Teaching experience spans a limited range of teaching contexts. Awareness of areas for improvement, with developing strategies for doing so. |
| <p>Poor</p> | <p>Evidence for own professional growth as an educator is lacking or non-existent and a commitment to improve is not clear.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> There is no obvious interest in or engagement with proven approaches for teaching enhancement. Poor awareness of / disinterest in addressing areas for improvement and development. |

Additional notes

This draft rubric will be further refined through pilot adoption during the 2019 academic session. If you have questions or comments, please contact Dr. Simon Bates, Associate-Provost Teaching and Learning, at simon.bates@ubc.ca, or Dr. Christina Hendricks, Academic Director, Centre for Teaching, Learning and Technology, at christina.hendricks@ubc.ca.

For additional information, please see the [guidance notes \(PDF\)](#).