



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](#)). It was further developed through a number of consultations with input from representatives, including UBC Health, and others, in 2019. 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 |
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| <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 some 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

Actions taken 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, including curriculum design at the level of programs, courses or other learning activities.

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| <p>Exceptional</p> | <p>Continuously applies innovative approaches in course or program-level curriculum design that are based in sound pedagogical practices and promote student learning and intellectual growth. Provides strong evidence of advancing course or program-level curriculum design. Examples may include:</p> <ul style="list-style-type: none"> Effectively demonstrates ways that course or program-level curriculum design improvements have led to gains in student learning over time. Documents how approach to design is grounded in current educational research. Tracks modifications made to courses or program-level curriculum over time and provides well-grounded rationale. |
| <p>Outstanding</p> | <p>Employs extensive and innovative approaches to course or program-level curriculum design that are based in sound pedagogical practices and promote student learning and intellectual growth. Demonstrates clear evidence of improvement in course or program-level curriculum design. Examples may include:</p> <ul style="list-style-type: none"> Effectively documents ways that course or program-level 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 course or program-level curriculum design, drawing on contemporary disciplinary practices to make regular enhancements and improvements. Examples may include:</p> <ul style="list-style-type: none"> Articulates approach to design and makes reference to current practice and theories of teaching. Shows evidence of a clear trajectory of consistent improvements in course design over time. May be consulted by colleagues on approaches used. |
| <p>High Quality</p> | <p>Makes use of effective approaches to course or program-level curriculum design, which are based in sound pedagogical practices and promote student learning and intellectual growth. Makes periodic improvements to course and program-level curriculum design. Examples may include:</p> <ul style="list-style-type: none"> Provides evidence of improvements in course design over time. Explains how course and/or program-level curriculum design approaches promote student learning. Demonstrates alignment between goals, assessment and activities in courses or other learning opportunities. Is able to articulate rationale when making design decisions, and takes into consideration Faculty and departmental priorities as well as other constraints (time, budget, and other resources). |
| <p>Successful</p> | <p>Demonstrates ability to design courses and/or other learning opportunities that aligns goals, assessments and learning activities, to support student learning and intellectual growth. Contributes to periodic design improvements for courses, modules, or other learning opportunities. Examples may include:</p> <ul style="list-style-type: none"> Keeps a record of changes made to course design over time. Explains how course and/or program-level 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>Has begun to engage in course and/or program-level curriculum design. There is evidence of an attempt to align goals, assessment and learning activities to promote student learning and growth. Examples may include:</p> <ul style="list-style-type: none"> Provides some evidence of engagement with course and/or program-level curriculum design. Articulates curriculum design approaches (in teaching dossier or otherwise) to a limited extent. |
| <p>Poor</p> | <p>Evidence of learning design activities of any sort is missing, or approaches show little or no coherence between goals, assessments and activities. No evidence of understanding or appreciation of how learning design can support student learning and growth. Examples may include:</p> <ul style="list-style-type: none"> Teaches an inherited course “as-is” for multiple years, when change is clearly needed. Materials/content shared for review lack detail or coherence on learning design approaches. |



TEACHING ACTIVITIES

Command of subject matter; engagement of and with students in teaching, learning and assessment activities across an individual's entire teaching contribution; effective and student-centred communication of concepts, ideas and material that reflects developments in the field; the ability to support/positively challenge the intellectual development of students.

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| Exceptional | <p>Esteemed by peers as an educator of the very highest caliber. Displays a mastery of a variety of effective instructional approaches across a range of contexts applicable to the field (e.g. laboratory, practice-based environments, fieldwork, community placements, consultations, etc.), 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 settings. Examples may include:</p> <ul style="list-style-type: none"> • Esteemed as a “master teacher” in the institution, potentially recognized externally (3M teaching fellowship or other external awards of similar caliber, etc.). • Actively seeks to understand areas students find challenging, and develops strategies to highlight and address these difficulties. |
| Outstanding | <p>Recognized by peers to be an educator of remarkable quality. Teaching demonstrates a balance of support for and challenge of students in an expertly effective manner, with consistently excellent engagement and outcomes. Examples may include:</p> <ul style="list-style-type: none"> • Appreciation for elements of material students find challenging, and deployment of consistent and deliberate strategies to highlight and address these difficulties. • Expert management of learning activities, with strong student engagement throughout. • Teaching materials and/or instructional approaches are used by others. |
| Excellent | <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. Examples may include:</p> <ul style="list-style-type: none"> • Deep (beyond the learning activity) 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, mid-placement feedback, evaluative comments in small group learning, etc.). • Teaching is highly engaging and demonstrates understanding of student learning, difficulties with material/topics. |
| High Quality | <p>A highly effective teacher who demonstrates broad command of subject matter and employs discipline-appropriate student-centered learning strategies. Effectively engages students in appropriate ways to support their learning. Examples may include:</p> <ul style="list-style-type: none"> • Shows clear command of subject matter; includes examples of current trends and innovations in field, makes connections to other courses/fields of study. • Effective use of student-centered approaches and learning strategies (e.g. clickers, pair-share, small group discussion, peer feedback, laboratory and clinical activities, etc.). • Provides fair, consistent assessments and timely feedback to students (e.g. on midterms, activities in practice settings). • Consistently demonstrates professional behavior in learning and mentoring activities, with attention to diversity of students’ needs/abilities. |
| Successful | <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. Examples may include:</p> <ul style="list-style-type: none"> • Expectations for students are readily apparent (e.g. goals for learning, relationship to other areas of the curriculum). • Creates a respectful, inclusive and engaging atmosphere for dialogue and learning. • Demonstrates up-to-date knowledge of recent developments/issues within the field (and/or how to access information) and models their application successfully (e.g., practice guidelines, expected competencies for the profession). • Effectively balances learner’s needs with other involved parties (e.g., interactions with patients, in court, students and teachers in placement settings, etc.). |
| Developing | <p>Educator demonstrates awareness of gaps in teaching practice (as it relates to student engagement, preparedness, presentation style, discipline-appropriate approaches to teaching, etc.). Efforts and commitment to improve. Examples may include:</p> <ul style="list-style-type: none"> • Seeks to use a variety of teaching methods or frameworks to gain experience and insight into appropriate teaching approaches for the content and context they are working with. • Minor issues with professionalism towards teaching. • Limited evidence of use of discipline-appropriate approaches proven to support student learning. • Some issues with subject matter knowledge. |
| Poor | <p>Teaching raises serious concerns in relation to one or more of the following: professionalism, organization and preparation; the ability to engage students; the knowledge of subject matter. Examples may include:</p> <ul style="list-style-type: none"> • Unprofessional behavior, cancelling teaching activities, non-inclusive or hostile approaches. • Uses a single approach to teaching when the material or the context calls for different approaches to optimize student learning. Shows no interest in, and/or resistance to, considering alternative approaches. • 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

A demonstrated openness and commitment to improve as an educator, through personal development and enhancement of scholarly practice across one's teaching.

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| Exceptional | Sustained development at the Outstanding level over a significant period of time. |
| Outstanding | Significant and broad professional growth as an educator. Acts as a role model for continuous improvement in educational practice. Examples may include: <ul style="list-style-type: none"> Leads by example, through continued innovation in approach and enhancements to own teaching. Demonstrates own practice as an educator to be a continuous process of improvement. |
| Excellent | Deep commitment to own professional growth as an educator, with strong evidence to demonstrate own development. Examples may include: <ul style="list-style-type: none"> Integrates and develops novel and proven discipline-appropriate approaches into own teaching. Demonstrates a clear pathway of improvement as an educator. |
| High Quality | On-going demonstration professional growth as an educator, drawing from a combination of one's own experience, learning from peers and sound pedagogical research. Examples may include: <ul style="list-style-type: none"> Adopts discipline-appropriate approaches and integrates into own teaching. Has commitment to and evidence of continuing to further enhance own practice as an educator. |
| Successful | Demonstrates a commitment to improve teaching and exhibits evidence of professional growth as an educator. Examples may include: <ul style="list-style-type: none"> Adopts discipline-appropriate pedagogies that fit one's own teaching context. Actively seeks out feedback on own teaching, articulates areas for improvement, with appropriate strategies for doing so. |
| Developing | Demonstrates a commitment to improve teaching by recognizing own limitations and beginning to take steps to address them. Limited evidence so far for own professional growth as an educator. Examples may include: <ul style="list-style-type: none"> Shows limited adoption of discipline-appropriate pedagogies, or willingness to do so as the opportunity arises. Is receptive to feedback on own teaching, aware of areas for improvement, with developing strategies for doing so. |
| Poor | Evidence for own professional growth as an educator is lacking or non-existent and a commitment to improve is not apparent. Examples may include: <ul style="list-style-type: none"> Shows no obvious interest in or engagement with proven approaches for teaching enhancement. Has poor awareness of / disinterest in addressing areas for improvement and development. |

Additional notes

This draft rubric will be further defined 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](#).