

Evaluation of Teaching

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Student Rating Myths

- **MYTH:** *Students lack the wisdom and experience to evaluate the effectiveness of their current instructors. Those who give instructors low ratings at the end of a course will in future years appreciate those instructors.*
- **FACT:** High correlations exist between course-end ratings and ratings by those who presumably *have* the required wisdom and experience - peers,[3] administrators,[4] alumni,[5-7] and graduating seniors.[8,9] If professors in your department who know how you teach rated your effectiveness, the results would probably not differ all that much from your student ratings.

- **MYTH:** *Student evaluations are just popularity contests. Easy teachers / easy graders get the highest ratings.*

FACT: Teachers who assign more work and more difficult work tend to be rated as most effective.[3,9,10] Some studies show no effect of grading practices on overall student ratings,[11,12] others find tendencies for teachers giving higher grades to get higher ratings. The latter result does not invalidate the ratings, however; as McKeachie[11] observes, if students learn more from a teacher, one would expect their grades and their ratings to be higher.

- **MYTH:** *Even if student evaluations have some validity, there's no value in the multiple-choice forms used to collect most of them. You've got to interview students and ask open-ended questions for the results to mean anything.*

FACT: Comparisons have been run on student ratings collected in three different ways: objective questionnaire items, written responses to open-ended questions, and group interviews. The average correlation among the rating methods was 0.86.[13]

- **MYTH:** *Teachers who get high ratings aren't really doing a better job of teaching.*

FACT: Teachers rated as effective by students tend to be those whose students perform best on achievement tests.[3] Classes in which students give instructors higher ratings when multiple sections are taught tend to be those in which the students score higher on common external exams.[1] Good teaching also motivates interest and desire to learn.; students in courses taught by highly-rated teachers are subsequently more likely to elect advanced courses in the same subjects[14] and to major in those subjects.[15]

- **MYTH:** *Student evaluations don't improve teaching.*

FACT: Students of instructors who got student feedback scored higher on achievement tests and assessments of motivation for learning than students of instructors who got no feedback.[16]

Why assess? For whom?

- **Goal:**
 - Provide opportunities for continuous improvement
- **Objectives:**
 - Provide feedback
 - Influence behavior
 - Make decisions
- **Beneficiary**
 - Self or admin

What to assess?

- Course design & structure
 - Learning objectives, learner outcomes
 - Assessment – scaffold, methods, level, objectivity
- Curricular materials
 - Activity alignment & context
 - Approaches
- In-class teaching performance
 - safe environment
 - Clear communication
 - Frequent & responsive feedback
 - Time & classroom management

How to evaluate?

Revised APT Document 1405.11

Evidence of

- Student satisfaction
- Student learning
- Continuous improvement

Students

- Quant and qual data from electronic course evals
- Former student evaluations
- Evidence of student achievement
- Evidence of effective advising
- Evidence of learning

Other Faculty

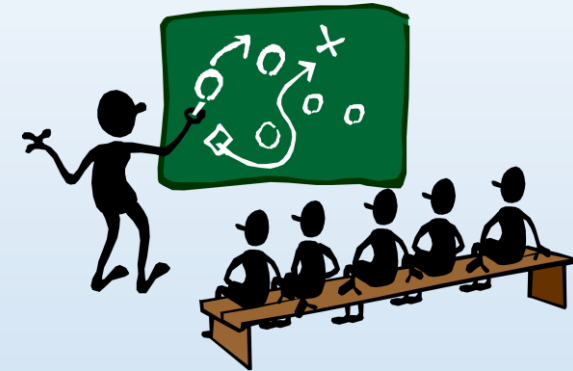
- Evaluation of course materials
- In-class visitation (formative assessment)
- In-class visitation (Summative assessment)
- External evaluation

Instructor

- Self-assessment
- Evidence of Curriculum Development
- Evidence of Scholarship (SoTL)
- Professional Development
- Awards

A Model Instructional Strategy

- Provide an orientation:
 - **Why is this important?**
 - **How does it relate to prior knowledge?**
- Provide learning objectives.
- Provide information.
- Stimulate critical thinking about the subject.
- Provide models.
- Provide opportunities to apply the knowledge:
 - **In a familiar context.**
 - **In new and unfamiliar contexts.**
- Assess the learners' performance and provide feedback.



A Teaching Model

- **Structured organization**
 - Based on learning objectives
 - Appropriate to the subject matter
 - Varied, to appeal to different learning styles
- **Engaging presentation**
 - Clear written and verbal communication
 - High degree of contact with students
 - Physical models & demonstrations
- **Enthusiasm**
- **Positive rapport with students**
- **Frequent assessment of student learning**
 - Classroom assessment techniques
 - Out-of-class homework and projects
- **Appropriate use of technology**

*Teacher
As
Positive
Role
Model*

Meaningful feedback is...

- specific
- timely
- advance learning towards a goal
- thoughtfully worded
- involves the learner

Peer observations

- Increased value with
 - Objectivity, specificity,
 - Critical feedback
 - Focus on student learning & assessment
 - Frequency

(discussed in Brickman et al., 2016)

- Reluctance & barriers
 - Time & emotional investment
 - Fear & uncertainty

(discussed in Coffey and Barkley, 2018)

CSES Peer Review of Teaching

CSES Program Element	Strength	Potential Improvement
Reviewee: "Volunteer"	Not mandatory	Usually faculty pursuing P&T
Team of 3 peers - in & out of dept.	Objectivity & perspectives	Training
Concerns & materials	Focus	Developmental goals
Team class visit + individual visits	Frequency, reduces bias	More visits
Report & in-person consultation	Observations, strengths, & improvement	Meet during the semester
Overall	Dept culture	More formative use

Peer Assessment

TEACHING ASSESSMENT WORKSHEET

INSTRUCTOR: _____ ASSESSED BY: _____

LESSON TOPIC: _____ DATE: _____

STRENGTHS:

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AREAS FOR IMPROVEMENT:

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23	

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25	
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28	
29	
30	
31	
32	
33	
34	
35	

Needs Work	Good	Excellent	Remarks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TECHNICAL EXPERTISE		
Command of the Subject Matter		
LESSON ORGANIZATION		
Lesson Objectives		
Organization of Boards & Classroom Activities		
CONDUCT OF THE CLASS		
Enthusiasm, Energy, and Confidence		
Orientation to the Subject Matter		
Clarity of Presentation (<i>boards, view graphs, etc.</i>)		
Clarity & Precision of Explanations		
Voice (<i>volume, speed, variation</i>)		
Questioning & Answering Questions		
Contact with Students		
Visual Aids and Demonstrations		
Time Management		
Appropriate Use of Textbook		
THE CLASSROOM ENVIRONMENT		
Classroom Appearance		
OVERALL ASSESSMENT:		
After attending this class, are the students adequately prepared to accomplish the Lesson Objectives?	Yes <input type="checkbox"/>	No <input type="checkbox"/> Not sure <input type="checkbox"/>

SPECIFIC AREAS TO FOCUS ON FOR YOUR NEXT CLASS:

- _____
- _____
- _____

	Needs Work ⊙	Good ⊙	Excellent ⊙	Remarks
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TECHNICAL EXPERTISE

Command of the Subject Matter

LESSON ORGANIZATION

Lesson Objectives

Organization of Boards & Classroom Activities

CONDUCT OF THE CLASS

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Clarity of Presentation (*boards, viewgraphs, etc.*)

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Appropriate Use of Textbook

THE CLASSROOM ENVIRONMENT

Classroom Appearance

OVERALL ASSESSMENT:

After attending this class, are the students adequately prepared to accomplish the Lesson Objectives?

Yes

No

Not sure

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Reflections

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