

ACADEMIC · IMPRESSIONS

Evaluating Faculty Performance in the Classroom

June 23 – 25, 2008
Charlotte, NC.

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Steps Toward Faculty Evaluation

Exercise #1

What are we looking for?

In order to evaluate faculty performance in the classroom, we have to know what we are looking for. As a first step, complete the following sentences in as many ways as you can.

Attributes?

An effective teacher is... (In this sentence, focus on the attributes of the teacher.)

Practices?

An effective teacher is... (In this sentence, focus on the practices of the teacher.)

Student Learning & Development?

An effective teacher is... (In this sentence, focus on student learning and development.)

Exercise #2

	Students	Peers	Administrators	Self	Other
Attributes					
Practices					
Outcomes					

Proposed Skeleton Plan for Assessment of Teaching across a Department at Texas A&M University

(Jeff Froyd, Nancy Simpson, Debra Fowler)

		Years 1 and 2	Year 3	Years 4 and 5	Year 6
Purpose		To provide constructive feedback for improvement to be offered during annual review	To provide an evaluation of the teaching performance to include in the third year review	To provide constructive feedback for improvement to be offered during annual review	To provide an evaluation of the teaching performance to include in the tenure package
Source of Information / Assessment Tool (Options)					
CTE One-semester Program		Faculty member attends selected workshops and works with CTE staff to obtain mid-semester feedback [1 time only]			
CTE Early Feedback Program		As initiated by the faculty member, she/he with CTE staff to obtain mid-semester feedback.		As initiated by the faculty member, she/he with CTE staff to obtain mid-semester feedback.	
Small Group Instructional Diagnosis (SGID)		As initiated by the faculty member, she/he works with a facilitator to obtain mid-semester feedback			
Students / Course Evaluations		Completed for every course taught. As initiated by the faculty member, she/he reviews the data with a CTE staff member	Completed for every course taught. As initiated by the faculty member, she/he reviews the data with a CTE staff member	Completed for every course taught. As initiated by the faculty member, she/he reviews the data with a CTE staff member	Completed for every course taught. As initiated by the faculty member, she/he reviews the data with a CTE staff member
Annual Course Report		Completed for every course taught	Completed for every course taught	Completed for every course taught	Completed for every course taught
Course Portfolio – to be completed by faculty member for selected course	Reviewed by Department Head		Review form shared with department P&T committee		Review form shared with department P&T committee
	Reviewed by Department P&T Committee		Review form completed by committee		Review form completed by committee
	Reviewed by peer mentor	Review provided to faculty member by peer mentor		Review provided to faculty member by peer mentor	

	Reviewed by selected external individual(s)				Review form completed by external individual and shared with department head and department P&T committee
Teaching Portfolio – to be completed by faculty member	Reviewed by Department Head		Review form shared with department P&T committee		Review form shared with department P&T committee
	Reviewed by Department P&T Committee		Review form completed by committee		Review form completed by committee
	Reviewed by selected external individual(s)				Review form completed by external individual and shared with department head and department P&T committee
	Reviewed by peer mentor	Review provided to faculty member by peer mentor		Review provided to faculty member by peer mentor	

Checklist for Peer Review

Course Syllabus

Required Elements?

Does the syllabus include the following required elements?

- ✓ Instructor contact information
 - ✓ Course title and section number
 - ✓ Course prerequisites
 - ✓ Course calendar, with topics
 - ✓ Grading policy (How grades will be determined, weights given to exams and assignments, etc.)
 - ✓ Required textbook and/or resource materials
 - ✓ List of assignments
 - ✓ List of exams/dates
 - ✓ ADA statement
 - ✓ Policy related to academic integrity
-

Recommended Elements?

Does the syllabus include the following recommended elements?

- ✓ Office hours
 - ✓ Course rationale
 - ✓ Course goals and learning outcomes
 - ✓ Expectations that you have for your students
 - ✓ Expectations that your students can have for you
 - ✓ Description of “how to succeed in this course” and list of sources of help
 - ✓ Statement of policies regarding absences, late work, etc.
 - ✓ Statement of your teaching philosophy
-

Tone?

What is the tone of the syllabus?

- ✓ Inviting?
 - ✓ Adversarial?
 - ✓ Motivational?
 - ✓ Formal/Informal?
 - ✓ Consistent with teaching philosophy? Consistent with particular discipline?
-

Mechanics & Appearance?

How does the syllabus look?

- ✓ Free of spelling and typographical errors?
 - ✓ Does formatting make it easy to read?
-

Narrative Comments

Course Learning Goals

Are the learning goals appropriate for the level of student? If applicable, do the goals reflect the role of the course as a prerequisite for later courses? Do the learning goals clearly communicate what the students will be able to do by the end of the course?

Course Content

Do the readings and other resource material reflect up-to-date information? Is the scope (breadth and depth) of content appropriate for the level of the student and the purpose of the course?

**Assignments &
Grading**

Do the assignments appear to be at an appropriate level of challenge? Is the grading policy reasonable? Is the amount of time expected of students appropriate? Is the amount of time the faculty member expects of self (for grading and providing feedback?) reasonable?

**Intended Use of Class
Time**

Will class time be used to greatest advantage? Is there evidence that students will be actively engaged during class?

Peer Review of Teaching

Observing in the Classroom

Time	Description of what is happening	Observer questions/comments

Categorical Checklist

Mechanics

- ✓ Instructor begins and ends class on time
 - ✓ Instructor's voice is audible and understandable
 - ✓ Writing on board is legible
 - ✓ Visuals are clear and easily seen from back of room
 - ✓ Instructor faces class
 - ✓ Course logistics are handled smoothly (returning papers, announcements, etc.)
-

Learning Support

- ✓ Day's topic is connected to big picture of course
 - ✓ Outline or other means of organizing the day's learning is evident
 - ✓ Examples are used to illustrate theories or principles
 - ✓ Multiple means of conveying information are used (words, pictures, diagrams, etc.)
 - ✓ Questions are encouraged
-

Learning Environment

- ✓ There appears to be comfortable yet professional rapport between instructor and students
 - ✓ Students are invited and encouraged to ask questions
 - ✓ Instructor responds appropriately to student questions
 - ✓ Instructor asks questions and waits for response
 - ✓ Instructor is aware of student level of understanding and engagement
 - ✓ Discourse in the classroom is characterized by respect
 - ✓ The majority of students are engaged in learning
 - ✓ Instructor orchestrates discussion effectively
-

Course Content

- ✓ Material covered is accurate and reflects current knowledge
 - ✓ Material covered is appropriate for the level of students in the class
 - ✓ Instructor defines or explains any technical vocabulary that is introduced
-

Open-Ended Prompts

Open-Ended Questions

- What was particularly effective about this class session?
 - What suggestions for improvement do you have?
 - Did the students appear to be engaged in learning during the class session? What observations support your response?
 - Did the instructor invite questions and/or discussion? Were the students responsive?
 - Did the instructor appear aware of students' level of understanding of material being discussed? Did the instructor stop and adjust plans if students appeared to be struggling or disengaged?
 - Did the organization of the class session make it easy to follow?
 - Did the instructor appear to be prepared for the class session?
-

Observation Rubric

	Description of “excellent”	What are you likely to see?	What would trigger a “less than excellent” mark?
Mechanics <ul style="list-style-type: none">• Audibility• Visuals (readability)• Use of classroom space			
Organization <ul style="list-style-type: none">• Connection to previous and subsequent classes• Connections among topics within session• Management of classroom activities			

<p>Engagement</p> <ul style="list-style-type: none">• Use of questions• Response to questions• Facilitation of discussion			
<p>Content</p> <ul style="list-style-type: none">• Current• Appropriate level• Clarity of explanations			
<p>Student relations</p> <ul style="list-style-type: none">• Attitude toward students• Rapport• Equal treatment			

Peer Review of Teaching

Focused Freewrite #1

**Preparing to review
your peers' teaching**

Consider your own teaching philosophy and practices. What (if any) elements of your philosophy/practices do you believe are essential for *all* teachers? Why?

**Beliefs about Teaching
and Learning**

What are the beliefs (if any) about teaching and learning that make you cringe?

Ineffective or inappropriate?

What teaching practices (if any) do you believe are ineffective and/or inappropriate?

Reflection

Reflect on statements you have heard made by participants or facilitators in this conference? What are the statements that you would like to explore? Debate? Push for clarification?

Evaluating Our Own Performance in the Classroom

Focused Freewrite #1

Taking Stock

Think and write for a few minutes about your own teaching. You may choose to focus on a particular course, or think about your teaching holistically, whichever will best serve your purposes. Use the questions below as a catalyst, but do not feel compelled to stick only to these questions.

Goals

What are your goals as a teacher? What words would you like to hear students or peers use to describe you as teacher? What do you hope students learn from you?

What aspects are you good at?

What aspects of your teaching do you think you are particularly good at? Why do you think this?

What would you like to improve?

What aspects of your teaching would you like to improve? What are you going to work on this summer?

What information do you need?

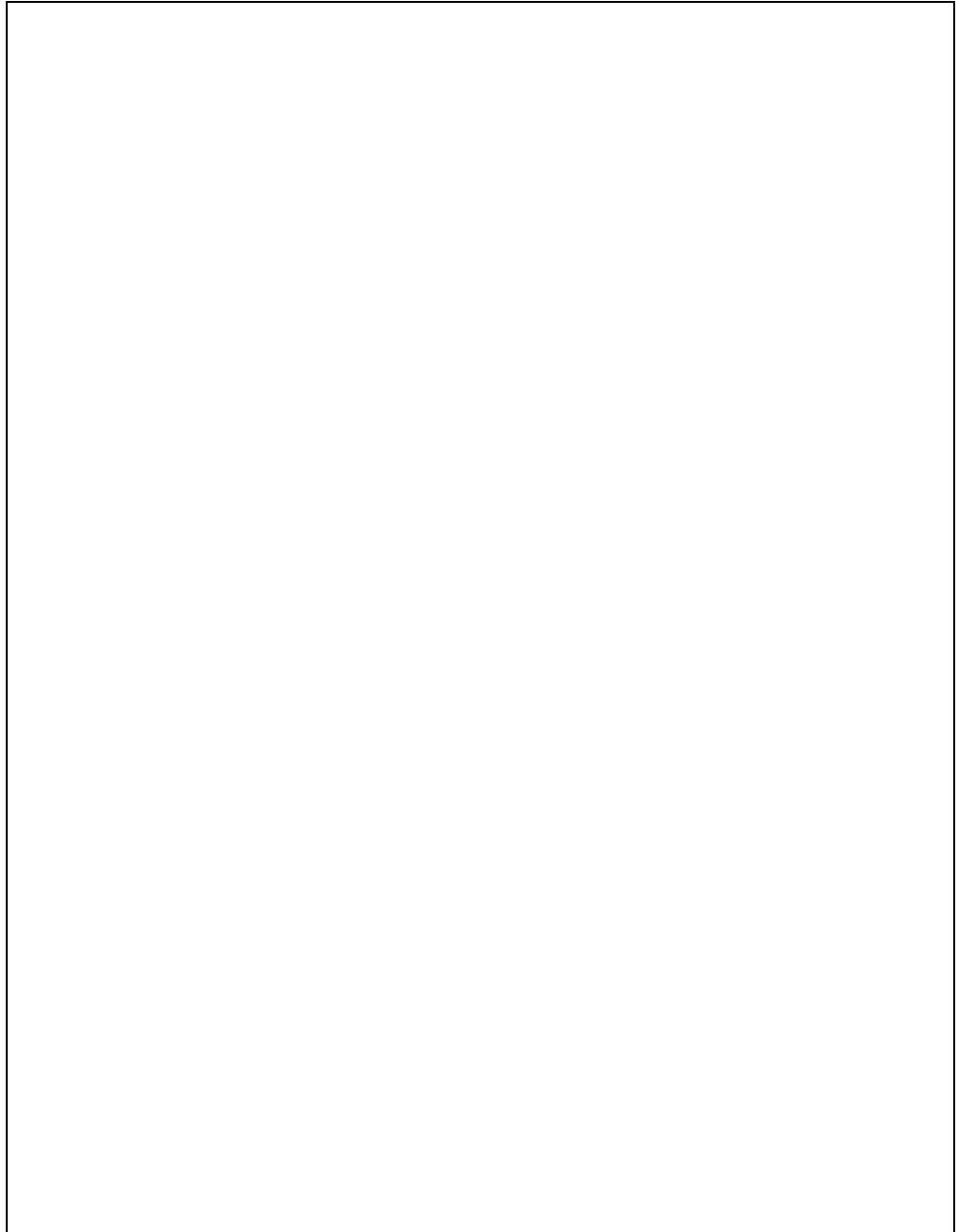
What information would you like to have regarding the effectiveness of your teaching? How will you gather this information?

Focused Freewrite #2

Next Steps

Most of us self-evaluate continuously, but we may not do this in a way that is systematic or useful. Consider some of the ideas just presented, as well as other habits that you have developed yourself over the years. Make some notes about what ideas you'd like to implement:

For yourself, by yourself

A large, empty rectangular box with a thin black border, intended for the user to write their responses to the 'Next Steps' prompt.

**With colleagues (within
or across departments)**

