

# Evaluation of Teaching

## Reflection and Self-evaluation

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## Why self-evaluation?

- Initiates and informs formative evaluation
  - If we are going to develop and improve as teachers, we have to be willing to honestly self-assess
  - Much of the thinking that goes into teaching is invisible; reflective writing makes that thinking visible

### **Focused freewrite # 1 – Taking Stock**

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## Why self-evaluation?

- Prepares us for summative evaluation

Consistent, systematic self-evaluation generally yields credible and useful summary information for those responsible for evaluating us as teachers.

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## Tools and Processes for Self-evaluation

- Classroom Assessment Techniques (CATS)
  - Focus on student learning
  - Summarize results; write down an action step
- Reflection based on mid-semester or end-of-semester student feedback
  - Look for repeated themes; write down what you will do differently, what professional development opportunities you will seek

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## Tools and Processes for Self-evaluation

- Teaching folder (electronic or paper) for quick reflection throughout the semester, *e.g.*:
  - This exercise or example worked well (or not)
  - Need more time for this topic
  - Choose a different reading for this section
- Teaching Circle (like a writer's group for accountability)

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## Tools and Processes for Self-evaluation

- Teaching portfolios or course portfolios
- Scholarship of teaching and learning
  - Identify question(s)
  - Decide on data collection and analysis method
  - Collect, analyze, and interpret data
  - Take action as a result of findings
  - Repeat

### **Focused freewrite # 2 – Next steps**

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