

# Steps Toward Evaluation of Faculty Performance as Teachers

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- Step 1: Describe elements of excellent teaching that will be considered
- Step 2: Determine what information is needed and when, where, and from whom that information will be gathered
- Step 3: Collect, interpret, and present the information
- Step 4: Make decisions based on the information

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## Before beginning: Why are we evaluating?

### To improve (formative)

- Informal (but intentional)
- Ongoing
- Detailed
- Individual
- Private

### To recognize and reward (summative)

- Formal
- Specific points in time
- General
- Comparative
- Public

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## (Step 1) What is effective teaching?

### Exercise #1

What are the *attributes* of an effective teacher?

What does an effective teacher *do*?

What are the *outcomes* of effective teaching?

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# What are the attributes?

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## Characteristics of Exemplary Teachers

- Enthusiastic
- Knowledgeable
- Inspiring
- Humorous
- Interesting
- Clear
- Organized
- Exciting
- Engaging
- Prepared
- Concerned
- Caring
- Available
- Friendly
- Accessible
- Approachable
- Interested
- Respectful
- Understanding
- Personable

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## Characteristics of Exemplary Teachers

- Helpful
- Encouraging
- Challenging
- Fair
- Demanding
- Patient
- Motivating

❖ *From presentation by Joseph Lowman, University of North Carolina*

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## What are the practices?

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## Metaphors and Analogies for “Teacher”

- **Coach**

- Concentrates on basic skills as well as on the way those skills fit together
- Provides appropriate practice, repetition
- Sets the bar appropriately – knows his/her athletes
- Helps teams/players come back after a defeat
- Analyzes and gives feedback
- Ensures safety

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## Metaphors and Analogies for “Teacher”

- **Tour guide**

- Selects places of interest or importance
- Gives background
- Draws attention to key places
- Tells memorable stories
- Encourages and facilitates further exploration

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## Metaphors and Analogies for “Teacher”

- **Chef**

- Selects menu items with care
- Attends to nutritional needs and tastes of diners
- Presents food in an appealing, enticing way
- Considers the way in which the different parts of the meal relate to one another

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## Metaphors and Analogies for “Teacher”

- **Gardener**

- Prepares the soil
- Provides right amount of water and food
- Gets rid of weeds and pests
- Spends consistent time
- Recognizes that some things are out of his/her control

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## Metaphors and Analogies for “Teacher”

- **Designer**

- Thinks carefully about desired outcome plans
- Considers details as well as big picture
- Communicates plans, along with rationale, to client
- Assesses results, make changes

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## Designers of Learning Environments

From *How People Learn* – 4 characteristics that are necessary for learning:

- Learner-centered
- Knowledge-centered
- Assessment-centered
- Community-centered

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## What are the outcomes?

- A solid **foundation** of factual and conceptual knowledge-knowledge that is owned and is as second nature as  $2+2=4$
- **Connected** knowledge – a clear picture of how facts, concepts, principles fit together, both within and across subject matter
- **Confidence** and **competence** in **learning** – being able to assess what I know I need to know; being willing to persevere when understanding does not come easily; being able to locate and use appropriate resources; awareness of my own learning strength and weaknesses
- **Confidence** and **competence** in **communication**
- **Confidence** and **competence** in **analysis, synthesis, and evaluation**

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## What information (evidence) do we need?

### **For example:**

What evidence will convince me that the teacher is engaging?

What evidence will convince me that a teacher provides practice with feedback?

What evidence will convince me that students leave the course with a strong foundation of factual and conceptual knowledge?

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## From Whom: Sources of Evidence

- Students – current and former
- Peers
- Administrators
- Self

### Exercise #2

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