

ACADEMIC - IMPRESSIONS

Using Evaluation Results for Development & Support

Evaluating Faculty Performance
in the Classroom
June 25, 2008
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Goals for today

- Discover the importance of feedback data to enhance teaching and learning
- Review a range of techniques for collecting and interpreting feedback data
- Develop strategies for interpreting and responding to feedback
- Create a plan to interpret and integrate feedback to improve teaching & learning

Why use feedback for improvement?

“Development without evaluation is guesswork;
evaluation without development is punishment”

Mike Theall

Why use feedback for improvement?

Evaluating teaching is a time-consuming and difficult task; there is no point in doing it if it does not help us improve our students' education and our faculty members' work lives.

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Formative vs. summative

Sometimes we want feedback to help us improve;

Sometimes we need data to judge the quality of work.



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Summative feedback

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Student Evaluation of Instruction for John Smith
 Biology 101 Columbus Campus Autumn 2000 Cal No. 01010-0

INSTRUCTIONS
 Please evaluate the instructor named above and the part of the course taught by that instructor. Fill in the appropriate circles completely with a No. 2 pencil.

CLASS STANDING	CUMULATIVE GRADE POINT AVG.	I ENROLLED IN THIS CLASS BECAUSE...
<input type="radio"/> Rank 1 (Freshman)	<input type="radio"/> 3.70 - 3.99	<input type="radio"/> It was specifically required in my major/minor.
<input type="radio"/> Rank 2 (Sophomore)	<input type="radio"/> 3.50 - 3.69	<input type="radio"/> It was one of several choices to meet a requirement in my major.
<input type="radio"/> Rank 3 (Junior)	<input type="radio"/> 3.00 - 3.29	<input type="radio"/> It fulfills a GEC requirement.
<input type="radio"/> Rank 4 (Senior)	<input type="radio"/> 2.70 - 2.99	<input type="radio"/> It was a free elective choice.
<input type="radio"/> Graduate	<input type="radio"/> 2.30 - 2.69	
<input type="radio"/> Graduate Professional	<input type="radio"/> 2.00 - 2.29	
<input type="radio"/> Other	<input type="radio"/> Below 2.00	

Evaluate items 1-9 using a scale where the range is from: Agree Strongly to Disagree Strongly. Fill in "Not Applicable" to indicate an item that does not apply to this instructional setting. Evaluate item 10 using a scale where the range is from: Excellent to Poor.

	Not Applicable	Agree Strongly	Neutral	Disagree Strongly	
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The subject matter of this course was well organized.
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	This course was intellectually stimulating.
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor was genuinely interested in teaching.
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor encouraged students to think for themselves.
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor was well prepared.
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor was genuinely interested in helping students.
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I learned a great deal from this instructor.
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor created an atmosphere conducive to learning.
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor communicated the subject matter clearly.
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Overall, I would rate this instructor as . . .

Excellent Poor

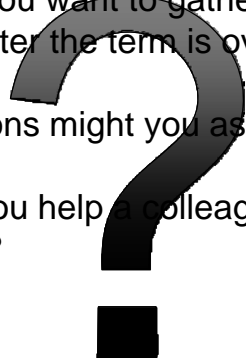
Please Do Not Mark In This Box

Formative feedback

Why would you want to gather feedback during the term? After the term is over?

What questions might you ask?

How could you help a colleague use such information?



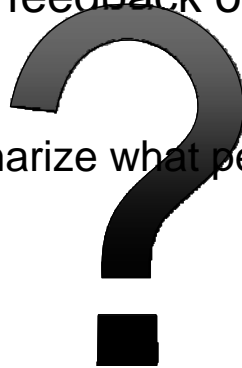
What sources of feedback might we use?

- Peers
- Students
- Administrators
- Ourselves



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What aspects of teaching are colleagues best able to provide feedback on?



Let's summarize what peers can tell us

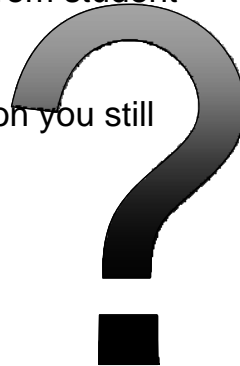


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What can students tell us?

Take a minute to write down the most important things we can learn from student feedback.

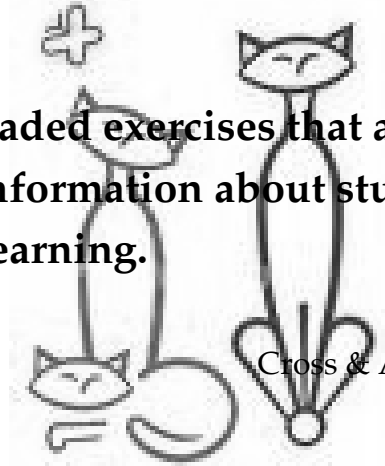
Also write down one big question you still have.



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Classroom Assessment Techniques (CATs)

Brief, ungraded exercises that allow you to gather information about students and their learning.



Cross & Angelo (1999)

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Classroom Assessment Techniques (CATs)

Background Knowledge Probe

“Background knowledge probes are short, simple questionnaires prepared by instructors for use at the beginning of the course....”

Application Cards

“After students have heard or read about an important principle, generalization, or procedure, the instructor hands out an index card and asks them to write down at least one possible, real-world application for what they have just learned.”

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Formative Student Feedback

Student Early Feedback (SGID)

Look at the sample questions and listed responses.

Turn to a partner and discuss:

- What patterns do you see?
- What is working well?
- What would you suggest trying to change?
- What additional questions would you suggest for follow-up?

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Using Self Assessment

- Explain the goals and intentions of courses and assignment designs
- Describe the philosophy of teaching and learning that informs practice
- Interpret the relationship between student ratings and classroom events
- Reflect on evaluative information to improve teaching

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Administrator Assessment

Chairs and directors, as supervisors, cannot function effectively as **peer** reviewers or mentors. However, they can:

- Aid in understanding the shared criteria for teaching excellence within the unit
- Identify particular teaching contributions expected of the faculty member to the teaching mission and mandates of the unit
- Assist in interpreting the recommendations of peer review and student feedback reports
- Speak to the effectiveness of extra-classroom teaching of faculty

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Gathering & Interpreting Data

What means of gathering data for formative feedback might you institutionalize?

- Structured and formal
- Informal and individual

What means of helping instructors interpret data do you need to have in place?

- Teaching center
- Consultants
- Faculty mentors

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Closing the Loop

How can faculty at your institution use data to change their teaching practices?

- Periodic review meetings
- Professional development plans
- Portfolios
- Consultations and seminars
- Faculty learning communities

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References

Angelo, Thomas, and Cross, N. Patricia. (1993) *Classroom Assessment Techniques: A handbook for college teachers*. 2nd edition. San Francisco: Jossey-Bass.

Office of the Registrar. (2004) *Student Evaluation of Instruction*. <http://www.ureg.ohio-state.edu/ourweb/tests/> The Ohio State University. Accessed 1/29/2008

Office of Academic Affairs (2002) *Evaluation of Teaching: Principles - Recommendations to Units for Developing Policy and Procedures* http://oaa.osu.edu/eval_teaching/principles.html The Ohio State University. Accessed 6/3/2008

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For more on these issues

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ftad

Faculty and TA Development

The Ohio State University