

**University of Wisconsin-Eau Claire  
Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

**University of Wisconsin-Eau Claire  
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Teaching Evaluation Initiative (TEI)**

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**University of Wisconsin-Eau Claire**

**Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

<b>Table of Contents</b>	<b>Page</b>
1) Acknowledgements	3
2) Project Description	4
3) Executive Summary	5
4) Effective Teaching Working Definition	6-10
5) Faculty Peer Evaluation	
a. Data collection to evaluate faculty instruction	11
b. Literature review of peer evaluation of teaching	12-14
c. Literature review of best practices in peer observation	15-18
d. Peer evaluation guidelines	19
e. Observation and discussion rubrics	
i. 20-Minute Pre-Observation Conference Forms	20-21
ii. Peer Observation Forms	22-27
iii. Post Observation Conference Forms	28-30
6) Evaluation of Peer’s Instructional Materials	
a. Literature review of use of a portfolio in evaluating teaching effectiveness	31-33
b. Materials Evaluation: Rubrics for syllabus and assignment evaluation	34-36
7) Use of Peers’ Self-Reflection on Instruction	
a. Literature Review of Best Practices in Use of Peer’s Self-Reflection of Instruction for Evaluation	37-39
b. Rubric for Gauging Peers’ Self-Evaluation	40
8) Literature Review of Post-Tenure Review Best Practices	41-42
9) Suggestions for DPC Implementation	43
10) Suggestions for FASH Policy Modification	44-46
11) Future Instructional Evaluation Efforts	47
12) Glossary	48-53
13) Bibliography of Works Cited	54-55

**University of Wisconsin-Eau Claire**

**Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

**1) Acknowledgements**

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### **Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

#### **2) Project Description**

The Teaching Evaluation Initiative (TEI) was a group project involving 16 members from four UW-Eau Claire colleges and 11 different departments. The goal for this project was to improve our understandings of effective instruction and the processes we undertake to analyze and evaluate those instructional practices in order to make more informed renewal, promotion and tenure decisions.

Our project goals were to:

- 1) Summarize insightful readings from differing perspectives and from renowned teacher evaluation experts to help inform our discussions,
- 2) Identify and discuss effective instructional practices that we value in university instruction,
- 3) Analyze, adapt and develop tools for effective and fair faculty/IAS teaching evaluation and self-evaluation, and
- 4) Encourage and support the implementation of these practices and tools through a University-wide presentation, summative report, and/or journal article.

The group met weekly during the Fall 2009 and Spring 2010 to discuss literature on best practices in teaching, peer observations, materials analysis, etc. Hours of thoughtful, analytical and multifaceted discussion among the group members yielded the results you find in the remainder of this report.

### **3) Executive Summary**

#### **Overall Recommendations for Assessing Instructional Quality**

For our time-pressed peers, we humbly offer a brief summary of the findings of the Teaching Evaluation Initiative:

- Multiple sources of data need be considered in the process of evaluating the instructional abilities of peers.
- Systematic evaluation of instruction will elevate the importance of instruction in renewal, tenure and promotion decisions.
- Peer evaluation tends to have lower reliability than student evaluations.
- The reliability of peer evaluations can be improved through:
  - the use of standardized observation tools,
  - the training of observers,
  - a systematic approach to the observations, including pre-observation discussions, observations, and post-observation discussions.
- Peer evaluation should have two emphases:
  - formative evaluation for the development of instructional capabilities and
  - summative evaluation for decision making for renewal, tenure and promotion.
- Formative and summative evaluation tend to be combined, which convolutes each process; therefore, should be treated somewhat separately.
- Formative and summative evaluation procedures should be determined by each DPC.
- Materials evaluations are not typically treated as analytically as other forms of evaluation data. Materials evaluations should be evaluated methodically and use consistent tools to increase reliability. Materials evaluations can be highly insightful aspects of instructional quality and can be useful in both formative and summative evaluation.

Self-evaluations tend to be unreliable exercises in self-analysis. They can be highly informative self-reflection into the instructional choices and processes of the peer, which can be useful for formative development. They lack usefulness in summative assessments.

#### 4) Working Definition of Effective Teaching

##### Preface

The impetus for this effective teaching working definition can be traced to several sources: UW-Eau Claire's longstanding reputation for effective teaching; the Centennial Plan's commitment to student learning; and the professional, scholarly discourse that, over the last two decades, has probed the relationship between teaching and learning. It must come as no surprise to us as scholars, that this research into effective teaching has yielded findings that have implications for our work.

One area of findings addresses the evaluation of teaching. What is effective teaching? What does it look like? Does it look the same in all contexts? What methods for evaluating teaching are most valid and reliable? And, what methods of evaluation are most formative, that is methods that help us to become more effective teachers?

As scholars and teachers, we aspire to remain current in our fields; likewise, as members of Department Personnel Committees, we should also aspire to remain current in the professional and scholarly discourse about the evaluation of effective teaching.

During the 2009 – 2010 academic year a group of faculty, academic staff, and students, and with the support of CETL, met weekly to read and discuss scholarly literature about evaluating and fostering effective teaching. With this literature in mind, the group also reviewed statements about effective teaching and criteria for evaluating teaching in UW-Eau Claire's Faculty and Staff Handbook (the FASH) and in the Department Evaluation Plan for each academic unit. The purpose of the review was to identify common criteria for evaluating teaching, combining these with findings and commentary from the literature about evaluation and effective teaching.

The Teacher Evaluation Initiative committee (TEI) offers this document as a tool that DPC's can use to inform, refine, and even revise methods for evaluating teaching. This document does not propose to standardize criteria for effective teaching or standardize a method for evaluating teaching. This document presents criteria for evaluating teaching to be contextualized in terms of a department's goals for student learning, curriculum, and instructional methods. Indeed, any method for evaluating teaching must be context-sensitive.

##### Effective Teaching Elicits Student Learning

This definition has been constructed from our discussions about the FASH, DEP's, and the literature they reviewed.

The FASH defines effective teaching as "the success of the instructor in securing interest, effort, and progress on the part of students. The primary consideration is that students are stimulated to better standards of scholarship, to keener interest in learning, to greater professional understanding, and to more effective effort toward self-improvement." (Faculty and Academic Staff Handbook, Chapter 5) Condensing the FASH, we offer the following: **Effective teaching elicits students learning.** From the literature we reviewed, effective teaching, beyond being informed by a field's content and methods, is

also informed by the instructor asking, “What instructional methods best elicit student learning?” and by asking “What evidence do I have that the students are achieving the course learning outcomes and what does this evidence tell me about the efficacy, i.e., reflective practice, of my instructional methods?”

To elucidate these high level statements, we present below four categories for evaluating teaching, with each category populated with more fine-grained statements about what an effective teacher does. Where possible, links are provided to examples and other sources of further illustration. The four categories (Figure 1), derived from the FASH and the DEP’s, include 1) disciplinary expertise, 2) design and development skills, 3) instructional practices and performance, 4) learning/teaching environment.

Figure 1: Teaching Categories

<b>I. DISCIPLINARY EXPERTISE</b>	<b>II. DESIGN AND DEVELOPMENT SKILLS</b>
<b>III. INSTRUCTIONAL PRACTICES AND PERFORMANCE</b>	<b>IV. LEARNING/TEACHING ENVIRONMENT</b>

**Exploring the Criteria**

The four categories for evaluating teaching are global categories which have many features that delineate them. In the table below, each overarching category in the taupe box has descriptive statements to illuminate the features of it. The overarching categories are followed by a breakdown of the various aspects of the category into subcategories, which are accompanied by descriptive statements. The subcategories are intended only to explain in more detail the whole category. The TEI Committee does not recommend conducting peer reviews based on the plethora of subcategory descriptive statements as it would be an overwhelming task for both the reviewer and reviewee.

<b>I.</b>	<b>DISCIPLINARY EXPERTISE</b>
	<ul style="list-style-type: none"> <li>• The instructor is knowledgeable and up to date in his/her field of expertise.</li> <li>• The instructor provides high quality content information that represents the depth and breadth of knowledge in the discipline.</li> <li>• The instructor bases his/her content information on research and exercises informed decision making when facts or concepts are disputable within the field (i.e., stances are based on justifiable positions).</li> </ul>
1.	<p>Content Knowledge (Declarative Knowledge)</p> <ul style="list-style-type: none"> <li>• The instructor knows the discipline’s facts, concepts, theories, etc.</li> <li>• The instructor is familiar with current research and new directions for future study.</li> </ul>

2.	<p>Skills Knowledge (Procedural Knowledge)</p> <ul style="list-style-type: none"> <li>The instructor knows how to create, inquire, research, practice, perform, etc. in the field</li> </ul>
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<b>II.</b>	<p><b>DESIGN AND DEVELOPMENT SKILLS</b></p> <ul style="list-style-type: none"> <li>The instructor designs course curricula, course materials, lessons, assignments, and assessments that elicits student learning.</li> <li>The course design is sensitive to the teaching context, e.g., seminar, lecture hall, studio, field placement, internship, clinical, etc.</li> <li>The instructor reflects on his/her courses, course design and course objectives to better elicit student learning.</li> </ul>
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1.	<p>Course Design Features</p> <ul style="list-style-type: none"> <li>Learner outcomes inform course design. (Note: link to Backward Design)</li> <li>Syllabus, schedules, grading policy, rubrics, formative assessments, etc. make the course design comprehensible and transparent to the students.</li> <li>Course addresses skills, knowledge, values, articulate with goals, outcomes, standards, or competencies set by the department or accreditation agency.</li> </ul>
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2.	<p>Lesson Design Features</p> <ul style="list-style-type: none"> <li>Lessons and activities are learning focused (i.e., classroom, lab, studio, internship, and clinical pedagogies engage students in active learning).</li> <li>Instructional materials are developmentally appropriate. ( Link: Scaffolds material –builds learners’ knowledge base step-wise throughout the term; provides supports in learning, sequences learning well in lessons and the term)</li> <li>Connections among course topics are explicit and transparent.</li> <li>Modernizes the course intermittently and responds to the changing student population and its needs</li> </ul>
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3.	<p>Assessment Design Features</p> <ul style="list-style-type: none"> <li>Assessments are based on learning outcomes.</li> <li>Assessments are fair and useful.</li> <li>Assessments are valid and reliable and based on identified criteria/objectives</li> <li>Assessments provide useful, high quality feedback to students.</li> <li>Assessments are returned to students in a timely manner.</li> <li>The grading system is fair and clear to the learners</li> </ul>
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<b>III.</b>	<p><b>INSTRUCTIONAL PRACTICES AND PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>The instructor has a working knowledge of research-based and field-recognized instructional and assessment practices, which he/she employs in a manner appropriate for the context in order to elicit student learning.</li> <li>The instructor reflects on his/her instructional effectiveness and practices in order to continue his/her professional development.</li> </ul>
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1.	<p>Teaching Methods</p> <ul style="list-style-type: none"> <li>Instructor fosters in students the values recognized as important in the discipline</li> <li>Instructor employs a variety of teaching methods to engage students and elicit</li> </ul>
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	<p>learning suitable for the student and the environment (i.e., as appropriate for learning needs of diverse students and the learning context (e.g., lab, clinic, studio, internships, classroom, etc.))</p> <ul style="list-style-type: none"> <li>• Instructor sets challenging and realistic expectations that are attentive to student’s cognitive development. Lessons             <ul style="list-style-type: none"> <li>○ support and elicit higher-order thinking</li> <li>○ activate and build on students’ prior knowledge</li> <li>○ provide supports (scaffolds) for students to learn something they could not achieve independently.</li> <li>○ introduce new skills and concepts when students are cognitively ready</li> <li>○ are paced appropriately</li> </ul> </li> <li>• Instructor uses current information and resources Instructor emphasizes, when appropriate, the relevance of the course material to real world issues.</li> </ul>
<p>2.</p>	<p>Assessment of Instruction</p> <ul style="list-style-type: none"> <li>• The instructor maintains accurate records, files timely reports and records.</li> <li>• The instructor uses appropriate assessment in instruction             <ul style="list-style-type: none"> <li>○ Checks learners’ comprehension of the material intermittently</li> <li>○ Monitors learners’ progress informally as well as formally</li> <li>○ Provides constructive feedback (writes comments on returned work, answers students’ questions, and gives advice on test-taking)</li> <li>○ Strives to be fair in testing and grading</li> <li>○ Employs the backward design approach to align instructional objectives with the assessment(s); assessment guides instruction.</li> <li>○ Makes assessments congruent with his/her instructional methodology</li> <li>○ Covers material to be tested during class</li> </ul> </li> <li>• Writes relevant test questions</li> </ul>
<p>3.</p>	<p>Instructor Reflection</p> <ul style="list-style-type: none"> <li>• The instructor strives to be a more effective teacher</li> <li>• The instructor utilizes reflection and feedback to improve instruction. The instructor             <ul style="list-style-type: none"> <li>○ reflects on lessons in order to plan future lessons</li> <li>○ gathers feedback from a variety of sources (e.g., student evaluations, learner assessments, peer observations, etc) to improve his/her instruction</li> <li>○ integrates new instructional practices into courses</li> <li>○ continues learning (attends workshops, etc. on teaching and disciplinary content)</li> </ul> </li> </ul>

<p><b>IV.</b></p>	<p><b>LEARNING/TEACHING ENVIRONMENT</b> The instructor creates a dialogic, welcoming and interactive environment focused on learning.</p>
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1.	<p>Instructor Leadership Style</p> <ul style="list-style-type: none"><li>• Establishes a culture for learning in the classroom, task-focused instruction</li><li>• Establishes clear expectations</li><li>• Encourages and presents an approachable (respectful and helpful) posture to students; strives toward fairness and understanding</li><li>• Establishes good rapport (i.e., a welcoming learning environment that encourages student interactions with instructor)</li><li>• Makes him/herself accessible to students</li><li>• Is enthusiastic about teaching</li><li>• Is organized</li><li>• Acts responsibly (arrives to class on time/early; dismisses class on time; leaves time for questions; keeps appointments; returns work in a timely way)</li><li>• Organizes physical space effectively (as appropriate)</li></ul>
2.	<p>Instructor Interpersonal Communication</p> <ul style="list-style-type: none"><li>• Effective communicator (speaks clearly/loudly/audibly; uses appropriate language for the context; provides clear, compelling explanations, examples, etc)</li><li>• Encourages and fosters student contributions<ul style="list-style-type: none"><li>○ Open to other points of view</li><li>○ Good listener (does not interrupt students while they are talking, maintains eye contact, responds to questions in a positive, welcoming manner and guides students thinking and learning)</li></ul></li></ul>

## References

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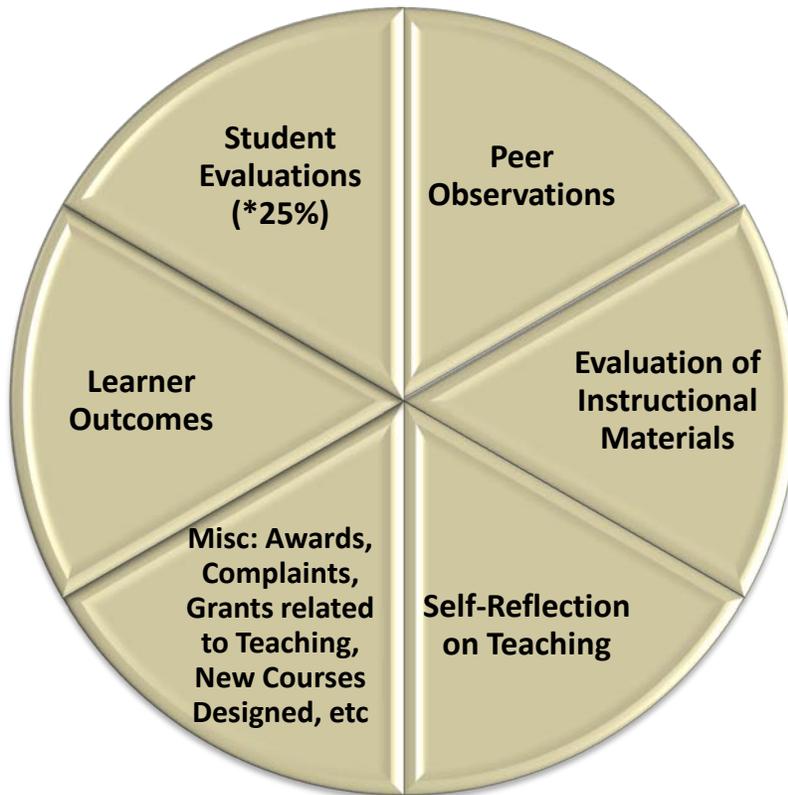
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**5a) Data Collection to Evaluate Faculty Instruction**

Best practice in teacher evaluation, like qualitative research, is based on triangulated data. Therefore, we need to gather various perspectives on the quality of a peer’s teaching from a variety of sources. Data should include the perspectives of students, the colleagues, and the individual being evaluated. Evidence can be surveys, observations, artifacts, self-analysis and longitudinal data. Please see Figure 2 below.

Department Personnel Committee’s (DPCs) need to determine how they will weigh each category and what tools they will use as well as how they want to use the data; whether that is formatively for constructive assistance in the development of peer’s teaching skills, and/or summatively for tenure, renewal, promotion and salary decisions.

Figure 2: Types of Data for Teaching Evaluation



\*Recommended maximum weight for student evaluations from the CETL Student Evaluation Initiative (SEI). For more information on Student Evaluations, please see the CETL website.

## **5b) Literature on Peer Evaluation of Teaching**

Peer evaluation is a common element of faculty assessment in many academic departments, both at UW-Eau Claire and around the country. Because there are relatively few effective ways to measure teaching performance, it is important that all elements of the process are investigated fully. This report summarizes academic research on peer evaluation as an element in evaluating teaching effectiveness in the college instructional environments. Four general themes emerged from the group's review of six articles: 1) problems with the use of peer evaluation 2) the relationship of peer evaluation to other elements of evaluation, 3) appropriate uses of peer evaluation, and 4) recommendations for an effective process of peer evaluation. While the topic of evaluation in specific contexts appeared in only one article, it is an area worth discussing because of UW-Eau Claire's commitment to experiential learning and the variety of instructional contexts, such as labs, studios, field and clinical experiences, etc.

### **Problems with Peer Evaluation**

Most authors are concerned with the reliability of peer evaluation as it is currently practiced. DeZure (1999) notes that although peer evaluation allows access to some information that students cannot provide it is minimally reliable and often significantly biased. Challenges to reliability in peer evaluation may include personal and/or professional conflict between observers and the observed, poor instrumentation, poor implementation (including peer observer lack of training) and inappropriate interpretation of the results (Arreola, 2000; Centra, 1979; DeZure 1999). Several of these challenges are discussed further in the section that outlines the process for improving the peer evaluation process.

### **Relationship of Peer Evaluation to other Elements of Evaluation**

Peer observation is usually a single element in a larger process to evaluate teaching, potentially including student evaluation (see the CETL Student Evaluation Initiative), administrator evaluation, expert consultation, portfolio evaluation and self evaluation (see section Data Collection to Evaluate Faculty Instruction, page 8). DeZure, citing Centra (1993) reports that peer observation is correlated with student evaluations at .55, with colleagues and administrators' evaluations at .48, with administrators and student evaluations at .39, with colleagues and self-evaluations at .15, and with administrators and self-evaluations at .08. Other authors make specific observations about the relationship between these elements of evaluation.

Peer Evaluation and Student Evaluation. DeZure (1999) maintains that peers are more qualified than students to evaluate some elements of teaching effectiveness, including selection and mastery of course content, course design, instructional and assessment practices, tools and methods, commitment to teaching and concern for student learning, student achievement, support for department instructional efforts and adherence to ethical standards. Centra (1979) observed that students are likely better sources of information on other aspects of teacher performance, including "relationship with students" because they have much greater opportunity to observe the instructor.

## **University of Wisconsin-Eau Claire**

### **Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

Peer Evaluation and Expert Consultation. Centra (1979) argued that peer observations were “less effective [in improving teaching] than consultation with expert faculty or work with master teachers” (p. 84).

#### **Appropriate Uses of Peer Evaluation**

Faculty evaluation is often required to serve two different and potentially conflicting purposes—to improve teaching performance (i.e., formative evaluation), and to inform decisions on reappointment, tenure, promotion and merit (e.g., summative evaluation). Because of several of the issues outlined above, Arreola (2000) argues that peer observation should not be used in summative evaluations such as tenure decisions. DeZure (1999) suggests that the use of the information (summative, formative or both) be determined prior to the observation. Although they are unable to link the peer observation program in question to improvements in outcomes, Millis and Kaplan (1995) argue that a model peer evaluation program at University of Maryland University College provides effective formative evaluations.

The TEI group concluded that the line between summative and formative uses of peer observation is often unclear, and agreed that further discussion is needed to understand the proper relationship between the two. Furthermore, the TEI group advises Department Personnel Committees (DPCs) to discuss the use of formative and summative evaluations and to make choices appropriate for their evaluations and departments.

#### **Focus on Process**

There is agreement across this selection of literature that a carefully designed and consistently applied process for peer evaluation would improve the reliability and value of observations (Arreola, 2000; Centra, 1979; DeZure, 1999; Mills & Kaplan, 1995). The most common recommendations include careful selection of observers, joint creation of instruments for observation, systematic training of peer evaluators (to conduct observations, to use the instrument, and to norm the evaluators to focus on a group-developed set of criteria), multiple observers and multiple visits, and clear protocol for preparing for, executing, and following up on an observation. Both DeZure and Arreola note that this process should be built on a consensus about what characterizes effective teaching.

#### **Evaluation in Special Contexts**

Van Note Chism (2007) suggests that peer observation in laboratory, studio, field settings, clinical settings, service learning, team teaching and case-based settings, as well as Web-based instruction require special attention. Despite this attention to special settings, the author’s advice for effective peer review is similar to more general recommendations found in other sources. She suggests that the observer focus on design, instructions or procedures, instructional oversight, student engagement and assessment.

**University of Wisconsin-Eau Claire**

**Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

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### 5c) Literature Review of Best Practices in Peer Observation

There is a need for evaluators, departments, or institutions to think about their teaching values, the purpose of the evaluation (Van Note Chism, 2007, 46). Tools to evaluate or observe teaching ought to be developed accordingly. This includes thinking about ways in which specific questions could be misused or misinterpreted as well as thinking about the importance, value, or centrality of the data being sought. Tools for formative and summative assessment may differ in significant ways, so departments ought to think carefully about what the purpose of the observation/evaluation is and how the tools will be used (Van Note Chism, 2007, 47).

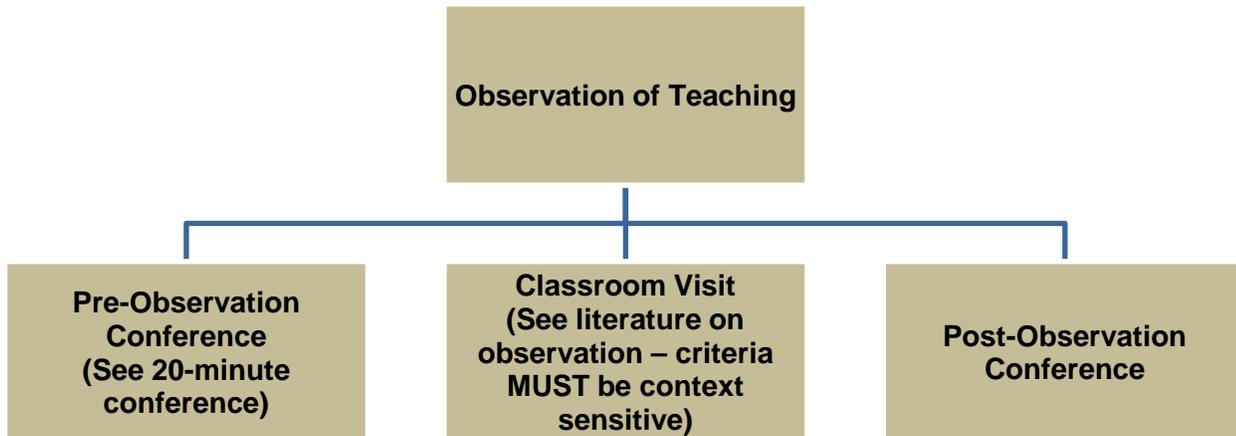
TEI members decided that the following categories should be used in order to make the evaluation more consistent with the document on effective teaching developed by TEI members (Working Definition of Effective Teaching):

- I. Disciplinary Expertise
- II. Design and Development Skills: pre and post discussion
- III. Instructional Practices and Performance
- IV. Learning/Teaching Environment

Departments will need to strike a balance between efficiency and accuracy – both with the evaluation process as a whole and with forms developed for observation. The literature and group members' teacher observation knowledge and experiences clearly recommended three event process. The three events are

1. **Pre-observation conference**— A discussion is held between the instructor and observe to share information about the lesson and/or course: objectives of the lesson; learning outcomes for the unit; the class; teaching methods; etc.
2. **Lesson observation**—The observation occurs with standardized forms used to strive for reliability between differing observers and to reduce bias.
3. **Post-observation conference**— The instructor and observer revisit objectives, plans, methods from the pre-observation visit; reflect on observed class; extend reflection to teaching and course design; and determine suggestions for action or resources.

Figure 3: Peer-Observation Process



For some departments, designing forms so that the form you write on could be used as the final product or developing electronic forms which reduce additional steps may be one way to gain significant qualitative feedback without losing efficiency.

One best practice noted in several of the readings is that observations guided by an evaluation form tend to be more reliable and useful.

Forms ought to be developed such that space is provided for written statements. Numerical or quantitative claims such as responses to questions involving a rating scale need to be supported by the observer's or evaluator's rationale or evidence.

Another sound practice is using a checklist at the beginning of the form for any routine questions which can be answered with yes/no. Avoiding “rating scales” for questions involving competency instead of variable degree of excellence and for questions which are more appropriately answered using yes/no rather than a sliding scale.

There should be enough openness in the process to allow for tools to be reevaluated or recalibrated to ensure that they work and that they fit the purpose of evaluation. Seldin recommends designing the process with a “safety valve of a built-in feedback to monitor the program” (1999, 214). One potential problem for recalibration is the small sample size and limited diversity of those being evaluated.

TEI members decided that two distinct tools should be developed: one for formative purposes and the other one for summative purposes. The tool for formative purposes would be more descriptive and would include many suggestions while the tool for summative purposes would consist of a rubric with performance levels (see Figure 4).

Figure 4: Observation Rating Scale Equivalencies

4	Exemplary	Exceeds Expectations	Outstanding	Strongly agree
3	Professional Level	Meets Expectations	Average	Somewhat agree
2	Improvement Required	Below Expectations	Below Average	Agree
1	Unacceptable/ Unprofessional	Does not Meet Expectations	Poor	Disagree
n/a	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Observers ought to be carefully chosen (Van Note Chism, 2007, 47). Training faculty who will do evaluations in all of the steps of the observation is an important element of the process. Pre-observation and post-observation meetings ought to be part of the process. Both long-term reflections on teaching and short-term intentionality in choosing course materials, developing assignments, and setting up the classroom ought to be essential parts of this discussion. Departments ought to determine the purpose of pre and post meetings, perhaps developing guidelines or a checklist for meetings which is coupled with the purpose of each part. The TEI work group developed some sample forms for these purposes, which can be found on pages 18-28.

Additional Points

Van Note Chism emphasizes the need to be transparent on the extent to which a particular question requires the observer/evaluator to make a judgment call, i.e. whether the term is “low interference” or “high interference.” He cautions, “Generally, it is thought that low inference terms help to make judgments more consistent, but they can fail to capture a holistic sense of what is being judged” (Van Note Chism, 2007, 53-54).

Arreola provides a useful set of standards and additional clarification of standards for faculty evaluation scale: “exemplary performance, professional level performance, improvement required, unprofessional (unacceptable)” (2000, 46).

Seldin emphasizes the importance of faculty involvement, suggesting, “Faculty members must feel, with justification, that they control their own destiny (1999, 217). Seldin also recommends that groups trying to change current practices in evaluation “hold open faculty forums” and “obtain wide faculty feedback” as well as that they “resist the impulse to develop new forms right away” (1999, 216). Instead, Seldin suggests that it is much more important to survey faculty campus-wide to determine reactions, gain feedback, and assess attitudes, making sure to gain faculty buy-in at every step of the process (1999, 216). Therefore, the TEI work group recommends stakeholders to consider the forms provided as a starting point to begin discussions within units, departments, DPC’s, etc.

**University of Wisconsin-Eau Claire**

**Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

Seldin also recognizes that while single forms can be tempting, this may not be suitable for the wide range of courses at an institution (1999, 221).

**Resources**

Arreola, R. A. 2000. Step 8: Completing the system—Selecting or designing forms, protocols and rating scales. In *Developing a comprehensive faculty evaluation system*, 2nd ed. Bolton, MA: Anker Publishing.

Seldin, P. 1999. Building successful teaching evaluation programs. In *Changing Practices in Evaluating Teaching: A Practical Guide to Improved Faculty Performance and Promotion/Tenure Decisions*, Peter Seldin et al (Eds). Bolton, MA: Anker Publishing.

Van Note Chism, N. 2007. Major design elements of a peer review of teaching system. In *Peer Review of Teaching: A Sourcebook*, 2nd Ed. Bolton, MA: Anker Publishing.

Van Note Chism, N. 2007. Classroom observation. In *Peer Review of Teaching: A Sourcebook*, 2<sup>nd</sup> Ed. Bolton, MA: Anker Publishing.

Van Note Chism, N. 2007. Peer review in special contexts. In *Peer Review of Teaching: A Sourcebook*, 2<sup>nd</sup> Ed. Bolton, MA: Anker Publishing.

### **5d) Peer Evaluation Guidelines**

The Faculty and Academic Staff Handbook (FASH) requires peer evaluations for contract renewal and tenure decisions. Another approach to peer evaluation is for coaching and mentoring colleagues in teaching. We have created a variety of instruments with an eye toward faculty development, which is an ideal goal, and recognize that the instruments we have developed will also be used for important personnel decisions.

The process of evaluating a colleague's teaching resembles qualitative research. The field observations of the ethnographer observing and taking notes are much like a peer observation of a class. The ethnographer gathers and analyzes artifacts or documents like the peer evaluator would with instructional materials. Interviews are conducted with those observed like the written self-evaluation/reflection on teaching used in peer evaluation. One goal of the ethnographer is to triangulate data from various sources to support his/her findings and increase the validity and reliability of the study.

According to the literature on faculty evaluation, peer observations tend to be highly unreliable and invalid (DeZure, 1999). They tend toward inconsistency between raters, particularly in the absence of standardized tools. Ways to increase reliability of peer observations are to hold a pre-observation discussion with the instructor, employ the same observation tool by all observers, and include a post-observation discussion.

Based on recommended best practices and thoughtful scholarly discussion, the Teaching Evaluation Initiative (TEI) work group has prepared teaching observation tools to assist in data collection:

- a 20-minute pre-observation conference
- an observation form based on the TEI Effective Teaching Working Definition
- a post-observation forms

Although literature sources offered more types of materials evaluation rubrics, we developed two rubrics for evaluating peers' instructional materials, because these are common instructional materials across campus: syllabuses and assignments.

Best practices for employing self-evaluation narratives as data are also provided on pages 37 and 38.

In sum, the TEI work group sought to develop tools for evaluating peers in myriad settings. These tools are recommended, and we hope that colleagues will flexibly adapt them for use in their specific contexts.

### **References**

DeZure, D. (1999). Evaluating teaching through peer classroom observation. In *Changing Practices in Evaluating Teaching: A Practical Guide to Improved Faculty Performance and Promotion/Tenure Decisions*, Peter Seldin et al (Eds). Bolton, MA: Anker Publishing.

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**20 Minute Pre-Observation Conference**

Instructor's Name: \_\_\_\_\_

Observer's Name: \_\_\_\_\_

Discussion Date: \_\_\_\_\_

Course/Topic: \_\_\_\_\_

**Section 2: DESIGN AND DEVELOPMENT SKILLS**

1. What do you want your students to learn?

---

---

---

2. How have you prepared your students to learn this?

---

---

---

3. How does this lesson fit with the overall course goals?

---

---

---

4. What do you intend to do in this lesson and why?

---

---

---

5. What evidence of student learning do you expect to see?

---

---

---

6. Is there anything in particular you want me to watch for in this lesson?

---

---

---

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**20 Minute Pre-Observation Conference**

**Instructor's Name:** \_\_\_\_\_

**Observer's Name:** \_\_\_\_\_

**Discussion Date:** \_\_\_\_\_

**Course/Topic:** \_\_\_\_\_

**Section 2: DESIGN AND DEVELOPMENT SKILLS**

1. What do you want your students to learn?
  2. How have you prepared your students to learn this?
  3. How does this lesson fit with the overall course goals?
  4. What do you intend to do in this lesson and why?
  5. What evidence of student learning do you expect to see?
  6. Is there anything in particular you want me to watch for in this lesson?
-

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**Peer Observation Form**

**Instructor's Name:** \_\_\_\_\_ **Observer's Name:** \_\_\_\_\_

**Observation Date:** \_\_\_\_\_ **Course/Topic:** \_\_\_\_\_

**Rating scale:** Exemplary, Professional Level, Improvement Required, Unacceptable/Unprofessional, Not Applicable

**Section 1: DISCIPLINARY EXPERTISE**

1. The instructor shares knowledge of the field that is up-to-date, relevant, accurate and represents substantial breadth and depth:

\_\_\_\_\_  
\_\_\_\_\_

Rating: \_\_\_\_\_

2. The instructor demonstrates procedural skills of a professional within the field:

\_\_\_\_\_  
\_\_\_\_\_

Rating: \_\_\_\_\_

**Section 2: DESIGN AND DEVELOPMENT SKILLS**—This section cannot be observed. Please refer to the TEI Pre-Observation Questions.

**Section 3: INSTRUCTIONAL PRACTICES AND PERFORMANCE**

3. What teaching methods/instructional strategies do you see being used in the lesson:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Students participate in the lesson. (Describe the learners' engagement and involvement):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rating: \_\_\_\_\_

5. The instructor stimulates student learning. (Describe the intellectual tasks that are set):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rating: \_\_\_\_\_

6. The instructor illustrates concepts or information in meaningful ways, so that learners are encouraged to make connections with other material:

---

---

---

Rating: \_\_\_\_\_

7. The instructor guides learner thinking, monitors learner progress, and gives feedback:

---

---

---

Rating: \_\_\_\_\_

**Section 4: LEARNING AND TEACHING ENVIRONMENT**

8. The instructor is an effective communicator:

---

---

Rating: \_\_\_\_\_

9. The lesson is organized which contributes to student learning:

---

---

Rating: \_\_\_\_\_

10. The instructor creates an environment conducive to student learning (i.e., fair, respectful, and welcoming):

---

---

Rating: \_\_\_\_\_

Overall Comments:

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**Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

Observation Rating Scale Equivalencies

4	Exemplary	Exceeds Expectations	Outstanding	Strongly agree
3	Professional Level	Meets Expectations	Average	Somewhat agree
2	Improvement Required	Below Expectations	Below Average	Agree
1	Unacceptable/ Unprofessional	Does not Meet Expectations	Poor	Disagree
n/a	Not Applicable	Not Applicable	Not Applicable	Not Applicable

**University of Wisconsin-Eau Claire  
Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

**Peer Observation Form**

**Instructor's Name:** \_\_\_\_\_ **Observer's Name:** \_\_\_\_\_

**Observation Date:** \_\_\_\_\_ **Course/Topic:** \_\_\_\_\_

**Rating scale:** Exemplary, Professional Level, Improvement Required, Unacceptable/Unprofessional, Not Applicable

**Section 1: DISCIPLINARY EXPERTISE**

1. The instructor shares knowledge of the field that is up-to-date, relevant, accurate and represents substantial breadth and depth:

Rating: \_\_\_\_\_

2. The instructor demonstrates procedural skills of a professional within the field:

Rating: \_\_\_\_\_

**Section 2: DESIGN AND DEVELOPMENT SKILLS**—This section cannot be observed. Please refer to the TEI Pre-Observation Questions.

**Section 3: INSTRUCTIONAL PRACTICES AND PERFORMANCE**

3. What teaching methods/instructional strategies do you see being used in the lesson:

4. Students participate in the lesson. (Describe the learners' engagement and involvement):

Rating: \_\_\_\_\_

5. The instructor stimulates student learning. (Describe the intellectual tasks that are set):

Rating: \_\_\_\_\_

6. The instructor illustrates concepts or information in meaningful ways, so that learners are encouraged to make connections with other material:

Rating: \_\_\_\_\_

7. The instructor guides learner thinking, monitors learner progress, and gives feedback:

Rating: \_\_\_\_\_

**Section 4: LEARNING AND TEACHING ENVIRONMENT**

8. The instructor is an effective communicator:

Rating: \_\_\_\_\_

9. The lesson is organized which contributes to student learning:

Rating: \_\_\_\_\_

10. The instructor creates an environment conducive to student learning (i.e., fair, respectful, and welcoming):

Rating: \_\_\_\_\_

Overall Comments:

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Observation Rating Scale Equivalencies

4	Exemplary	Exceeds Expectations	Outstanding	Strongly agree
3	Professional Level	Meets Expectations	Average	Somewhat agree
2	Improvement Required	Below Expectations	Below Average	Agree
1	Unacceptable/ Unprofessional	Does not Meet Expectations	Poor	Disagree
n/a	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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**Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

**Post Observation Conference**

**Instructor's Name:** \_\_\_\_\_ **Observer's Name:** \_\_\_\_\_

**Discussion Date:** \_\_\_\_\_ **Course/Topic:** \_\_\_\_\_

**Observer's Comments**

**Instructor's Comments**

---

**Suggestions**

---

**Instructor's Action Plan**

**University of Wisconsin-Eau Claire**

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**Post Observation Conference**

**Instructor's Name:** \_\_\_\_\_ **Observer's Name:** \_\_\_\_\_

**Discussion Date:** \_\_\_\_\_ **Course/Topic:** \_\_\_\_\_

**Observer's Comments**

---

**Suggestions**

---

**Instructor's Action Plan**

**University of Wisconsin-Eau Claire**

**Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

**Post Observation Conference**

**Instructor's Name:** \_\_\_\_\_ **Observer's Name:** \_\_\_\_\_

**Discussion Date:** \_\_\_\_\_ **Course/Topic:** \_\_\_\_\_

**Instructor's Comments**

---

**Suggestions**

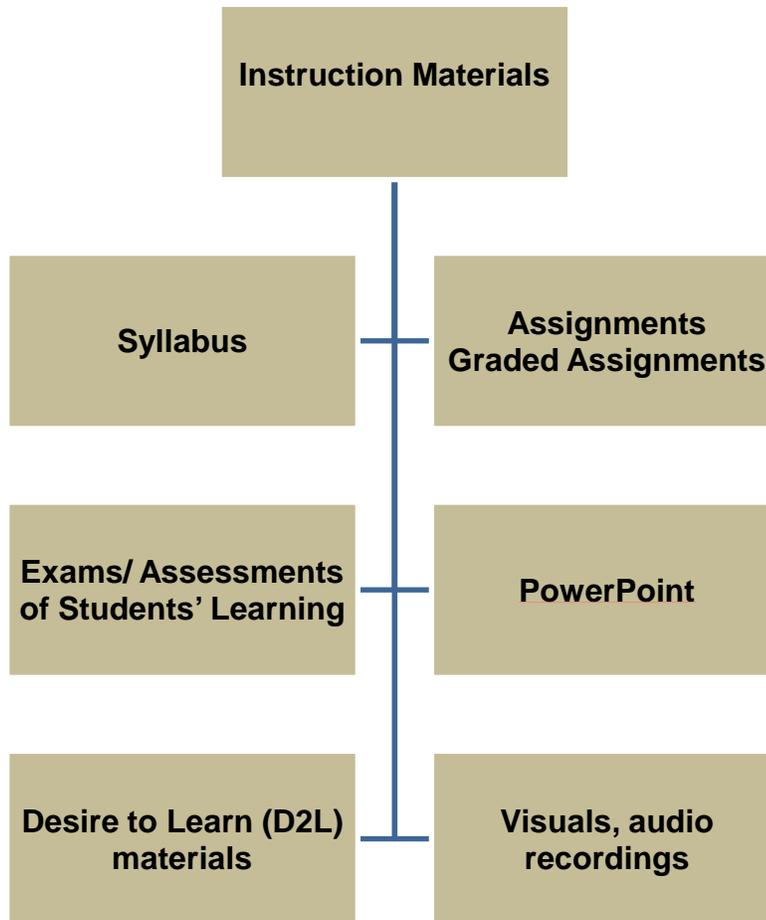
---

**Instructor's Action Plan**

### 6) Evaluation of Peer’s Instructional Materials

Artifacts from the environment are gathered in qualitative research to triangulate the data and support the researcher’s findings. In the teaching environment these artifacts may include syllabuses, homework assignment instructions, graphic organizers, PowerPoint, Desire to Learn (D2L) materials, exams/performance assessments, etc.

Figure 5: Types of Data for Instructional Materials Assessment



### 6a) Use of Portfolios in Evaluating Teaching Effectiveness

The discussion about the use of portfolios in evaluating teaching effectiveness focused on several areas. These included (a) evaluation of the syllabus, (b) self-evaluation report, (c) role of mentors, (d) characteristics of portfolios, (e) recommendation related to the use of portfolios, and (f) major challenges that remain to be examined.

Evaluation of the syllabus is a significant component of portfolio assessment. For example, having a structured (or at least some structure) format for evaluating syllabus would be helpful. Faculty could be asked to describe their rationale for selecting/designing assignments, readings, etc. That is, “why do faculty do what they do?” Assessing currency of references is also important. In some disciplines (e.g.,

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education, nursing), there is a need for alignment with professional standards in the curriculum/courses. There are some other issues surrounding evaluation of syllabuses and materials, for example, what do we do in group teaching situations...recognizing that sometimes individual faculty may have minimal input into course syllabus, design, texts, etc. such as in the case of groups sharing a syllabus, team developed material, co-taught classes and group text choices.

The self-evaluation report is a second component that was addressed in the discussion. For example, what is the purpose of the self-evaluation report and how is it evaluated? Furthermore, is it even possible to “evaluate” a self-evaluation report? Perhaps there are questions or categories that could be suggested to help new faculty prepare a self-evaluation report? The self-evaluation report could be particularly valuable if it helps faculty (both new and seasoned) focus on one’s growth and continual development.

The role of mentors was a third topic area of discussion. Highlights across departments were identified. For example, the “fire-alarm” approach—responding to problems only—is sometimes used. This is in contrast to the “police patrol” approach, where there is more of a constant hovering presence. In some departments, there is little contact between the mentor and mentee. And yet, in other departments, there is an assignment system. In this system, new faculty are assigned two mentors who support new faculty in all four categories. This is not part of the DPC formal evaluation procedure, yet one of the mentors is usually a tenured faculty (so the possible boundary overlap issue could be raised).

An issue related to the role of mentors is the difference between mentorship and preceptorship. From some perspectives, mentors are viewed as having a professional supportive/coaching relationship with the mentee that is not related to a specific employment position. In contrast, preceptors provide advice/counsel related to success/survivorship in a specific workplace. New and veteran faculty may need both mentors and preceptors.

The characteristics of a portfolio were also briefly addressed. This discussion focused on the following two areas: (a) A teaching portfolio is different than a portfolio that presents all 4 categories, and (b) selected sample or best work portfolio. Selectivity is important; that is, materials that are included in a portfolio need to be carefully selected, with supporting rationale to prevent a huge, unwieldy document.

By consensus, there was support for recommending the use of teaching portfolios in evaluating teaching effectiveness. This recommendation is clearly supported by both Zubizarreta (1999) and Van Note Chism (2007). However, significant cautions and considerations remain. It may not work for all depts. Teaching portfolios need to be evaluated using some consistency and systematic approach. This would make the process less threatening for the faculty being evaluated and it would also make the expectations more clear. There is also a recognition that faculty may need further development in how to evaluate a portfolio (e.g., how are multiple choice exam items evaluated?).

A major challenge remains. How will portfolio be evaluated? The teaching effectiveness framework that the TEI group has proposed could be used as a structure for evaluating the portfolio. For example, “course design” as a component of the teaching effectiveness framework should be evident in the teaching portfolio. In evaluating the portfolio, the age-old question of formative and summative also

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### **Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

needs to be addressed. As is usually the case, probably both are essential, but need to be delineated clearly. Perhaps in both formative and summative evaluation, the evaluation tools/rubrics remain the same, but the feedback given to faculty differs. It may be that formative evaluation includes minimum and ideals, while summative determines whether the minimum is being met.

For portfolios to be useful, there is a need to develop rubrics that can be used by faculty preparing the portfolio. These rubrics could be used by the DPC and others that are evaluating them. Zubizarreta (1999) and Van Note Chism (2007) provide detailed examples of a wide variety of checklists/rubrics. There is some consensus that rubrics need both (a) a yes/no focus or checklist for some materials and (b) more of a quantification, judgment, assessment of quality for other materials. It is important that rubrics also include a focus on development/faculty growth. Designing rubrics to evaluate the syllabus, assignments, and exams are a beginning. Some suggestions are provided by the TEI group. Others materials assessment forms are available on pages 34-36.

### **Reference**

Van Note Chism, N. (2007). *Peer Review of Teaching: A Sourcebook*, 2<sup>nd</sup> Ed. Bolton, MA: Anker Publishing.

Zubizarreta, J. (1999). Evaluating teaching through portfolios. In *Changing Practices in Evaluating Teaching: A Practical Guide to Improved Faculty Performance and Promotion/Tenure Decisions*, Peter Seldin et al (Eds). Bolton, MA: Anker Publishing.

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Sample Rubrics for Evaluation of a Peer’s Syllabus

**Materials Evaluation: Rubric for Syllabus Evaluation**

Instructor’s Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Evaluator’s Name: \_\_\_\_\_  
Course: \_\_\_\_\_

The Syllabus	Yes	No	Comments
<b>The syllabus is organized and clear.</b>			
<b>The course syllabus includes:</b>			
• Instructor contact information			
• Course description			
• Student learning outcomes/ objectives			
• Information on course readings			
• Schedule of meetings, assignments and activities			
• Description of policies:			
• Attendance policy			
• Grading/Assessments			
• Accommodations for students with special needs			
• Academic misconduct statement			
• Policies as appropriate <ul style="list-style-type: none"> <li>▪ Those for courses with field or clinical experiences, lab or studio work, etc.</li> <li>▪ Department or accreditation specifications</li> <li>▪ Civility statements</li> <li>▪ Grievance policy and procedures</li> </ul>			

**The Course Described by the Syllabus:**

**Learning outcomes/objectives align with the Liberal Education Learning Goals.**

Comments: \_\_\_\_\_ Strongly agree   Agree   Disagree   Strongly disagree

**The course contributes to program outcomes.**

disagree \_\_\_\_\_ Strongly agree   Agree   Disagree   Strongly disagree  
Comments: \_\_\_\_\_

**The course design is organized and comprehensible.**

disagree \_\_\_\_\_ Strongly agree   Agree   Disagree   Strongly disagree  
Comments: \_\_\_\_\_

**University of Wisconsin-Eau Claire**

**Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

**The course assignments and assessments are aligned with student learning outcomes.**

Comments: Strongly agree Agree Disagree Strongly disagree

**Student workload is appropriate for the course level and number of credits.**

Comments: Strongly agree Agree Disagree Strongly disagree

**Students' intellectual engagement is appropriate for the course level and number of credits.**

Comments: Strongly agree Agree Disagree Strongly disagree

**University of Wisconsin-Eau Claire**

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**Materials Evaluation: Assignments and Assessments**

**Directions:** Please provide the assignment or assessment directions and guidelines and one completed example of a student’s work.

**Instructor’s Name:** \_\_\_\_\_

**Evaluator’s Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Description** (report, essay, presentation, exam, project, performance, poster, journal, etc):

<b>Criteria</b>	<b>Evaluation</b> Strongly Agree, Agree, Disagree, Not Applicable Comments:
<p>1. <b>Quality of the assignment.</b> The assignment:</p> <ul style="list-style-type: none"> <li>• supports course goals/objectives,</li> <li>• aligns with instructional content,</li> <li>• appears valid (face validity),</li> <li>• avoids biases (cultural, racial, gender, etc)</li> <li>• length is appropriate. The demands of the assignment are reasonable for the timeframe provided.</li> <li>• provides an appropriate balance between structure and freedom for student creativity,</li> <li>• is appropriately challenging for a course at this level, and</li> <li>• builds on learners’ knowledge or skills that learners can be reasonably expected to possess.</li> </ul>	
<p>2. <b>Clarity of assignment directions.</b> Students will understand</p> <ul style="list-style-type: none"> <li>• the learning objectives associated with the assignment.</li> <li>• the procedures they will follow and how to begin complete the assignment.</li> <li>• the product they are expected to submit.</li> <li>• specific requirements for assignment format.</li> <li>• the grading scale and process. The directions provide clear explanation or examples of evaluation criteria like “quality writing” or “sufficient evidence”.</li> </ul> <p>1. If ambiguity or uncertainty is a strategic element of the assignment, that fact is communicated to students.</p>	
<p>3. <b>Scoring.</b> The grading scale and procedures are clear, objective and fair. Rubrics, exemplars and/or criteria for scoring are shared with the students.</p>	
<p>4. <b>Feedback is constructive and timely.</b></p>	

**Suggestions:**

## 7) Literature Review of Best Practices in Use of Peer's Self-Reflection of Instruction for Evaluation

There are two key points of agreement across this brief collection of literature on self-evaluation of teaching. First, the authors agree that although self-evaluation is not an appropriate summative evaluation tool, it can be an effective tool for improving teacher performance (i.e., formative assessment). Second, the authors agree that in order for self-evaluation to improve teacher performance, it must be used systematically and involve discussion with others, such as a mentor.

### Summative vs. Formative Usefulness of Self-Evaluation

The authors agreed that self-evaluation does not provide information that is useful in making promotion and tenure decisions. This is due in part to a lack of agreement between teachers' evaluations of themselves and students' evaluations of the same teachers. Centra (1979) reported that teachers tended to evaluate themselves more positively than students did, but that the two types of evaluations did identify similar strengths and weaknesses. Using self-evaluation as part of a summative evaluation may also lead to bias on the part of those being assessed. By using self-evaluation only for formative purposes, participants have more incentive to recognize areas of improvement as to explain steps they have taken to improve areas of weakness.

According to Seldin (1999), "if the purpose of self-evaluation is for teaching improvement, the form should include diagnostic questions. Unfortunately, too many colleges and universities use the same self-evaluation form as a blanket to cover both purposes. The result is that the form serves neither well." (p. 107). Further, he suggests the following questions on standardized forms:

1. Is the teacher's self-evaluation consistent with information obtained from other sources?
2. Does the self-evaluation reflect similar strengths and weaknesses that turn up in other assessment forms?
3. Does the self-evaluation offer adequate explanation of contradictory information obtained elsewhere? (Seldin, 1999, p. 107).

We suggest the inclusion of these questions as well:

4. Does the self-evaluation discuss ways in which the instructor has responded to past feedback?
5. Does the instructor take appropriate steps to resolve problems, meet challenges and/or handle criticisms?

We have mocked up a form for use in self-evaluations that you can find on page 38.

### A System for Effective Self-Evaluation

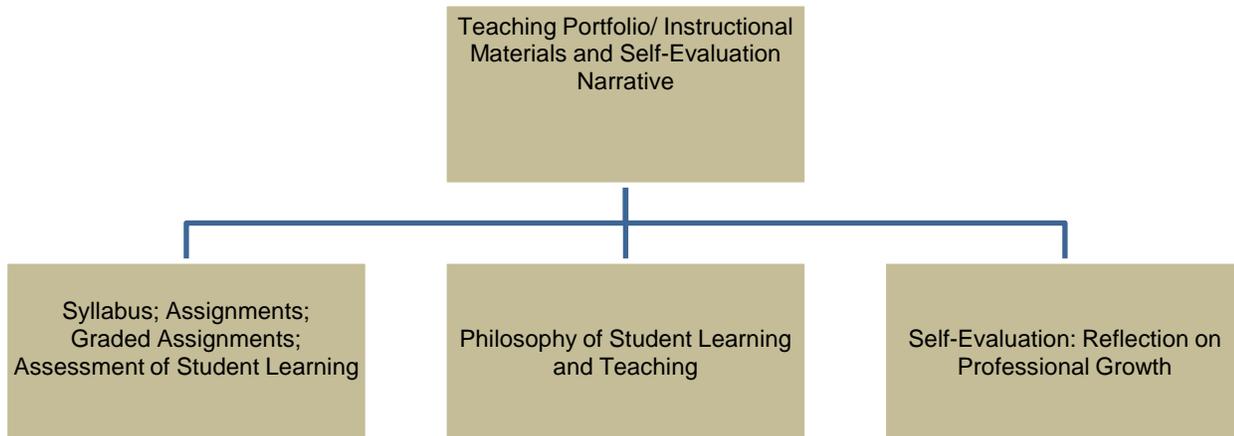
Centra (1979) explained that self-evaluation should "encourage the teacher to examine closely what he or she is doing by answering a series of probing questions regarding teaching methods or by viewing

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Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

video or audio replays of their classes” (p. 48). Fink (1995) emphasized that the goal of self-evaluation is to identify strengths and weaknesses in teaching performance.

According to these authors, self-evaluation should focus on the categories of teaching effectiveness already identified by this group, including objectives and activities, textbooks and other materials, lecture notes, assignments and projects and exams and grading (Centra, 1979). Instructors can provide evidence of their work in ‘selected sample’ portfolios, and can narrate how these tools work within their classes (see Figure 6).

Figure 6: Teaching Portfolio Items



Fink (1995) suggested that information to inform a meaningful self-evaluation can be most effectively gathered from five sources: self-monitoring by the teacher, audio and video tape recording, students’ test results, feedback from students, and feedback from an outside observer. This list makes it clear that self-evaluation is best considered as one element of a tightly integrated system of examining teaching effectiveness.

All three authors strongly suggested the use of audio and video recording as data for self-evaluation. They emphasized that if recording is to be effective however, it needs to be accompanied by a highly structured system of analysis—either with questions to guide the teacher’s viewing, or through a process of teacher and mentor viewing together (Seldin, 1999).

In addition to attending to what should be evaluated and what data is needed to do so, it is important to consider the most effective way to encourage meaningful self-reflection. The authors agreed that the self-evaluation process must be guided by questions and each provides sample instrumentation. Seldin (1999) suggested that it is useful to have the faculty member complete the same evaluation form as

## **University of Wisconsin-Eau Claire**

### **Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

students and then compare results. He also emphasized that effective summative feedback and effective formative feedback require different instruments.

Once teachers have completed a thoughtful, guided reflection on their teaching, the authors suggested that the results be incorporated into a teaching portfolio or a faculty growth contract (Centra,1979; Seldin,1999). Seldin specified that faculty portfolios should not be the “brag sheets” often associated with the academic annual review process. Rather they are representative collections of work accompanied by thoughtful and reasoned self-assessments. Faculty growth contracts are most useful when they identify specific, measurable and realistic teaching goals and a mechanism by which to evaluate progress toward those goals.

### **References**

Seldin, P. 1999. Self-evaluation: What works? What doesn't. In *Changing Practices in Evaluating Teaching: A Practical Guide to Improved Faculty Performance and Promotion/Tenure Decisions*, Peter Seldin et al (Eds). Bolton, MA: Anker Publishing.

Centra, J. A. 1979. Benefits of self-assessment and self-analysis. In *Determining Faculty Effectiveness*. San Francisco, CA: Jossey-Bass.

Fink, L. D. 1995. Evaluating your own teaching. In *Improving College Teaching*, Peter Seldin et al (Eds). Bolton, MA: Anker Publishing.

**Rubric for Gauging Peers' Self-Evaluations**

**Directions:** Please attach to the peer's self-evaluation.

**Instructor's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Course:** \_\_\_\_\_

<b>Criteria</b>	<b>Evaluation</b> Strongly Agree, Agree, Disagree, Not Applicable Comments:
<p><b>1. Explanatory Value:</b> In the self-evaluation, the instructor</p> <ul style="list-style-type: none"> <li>• articulates appropriate instructional choices for the discipline, subject, course, level, etc.</li> <li>• shares his/her teaching philosophy</li> <li>• supports atypical instructional choices with evidence</li> </ul>	
<p><b>2. Responsiveness to Concerns:</b> In the self-evaluation, the instructor</p> <ul style="list-style-type: none"> <li>• discusses ways in which the instructor has responded to past feedback</li> <li>• reveals how the instructor has taken appropriate steps and which steps to resolve problems, meet challenges and/or handle criticisms</li> </ul>	
<p><b>3. Consistency with Other Data Sources:</b> The self-evaluation</p> <ul style="list-style-type: none"> <li>• is consistent with information obtained from other sources</li> <li>• reflects similar strengths and weaknesses that turn up in other assessment forms</li> <li>• offers adequate explanation of contradictory information obtained elsewhere</li> </ul>	
<p><b>4. Future Instructional Growth:</b> In the self-evaluation, the instructor</p> <ul style="list-style-type: none"> <li>• identifies areas for future growth/goals</li> <li>• explains ways in which the instructor plans to meet their instructional goals</li> </ul>	

**Suggestions:**

## 8) Literature Review of Post-Tenure Review Best Practices

### Strengths and Weaknesses of Conducting Post-Tenure Review of Teaching

Morreale (1999) argues that post-tenure review is essential since tenured faculty are a fixed and critical resource for the university. Post-tenure review of teaching must reflect the mission of the university. If teaching is a central component of that mission, then evaluation of tenured faculty teaching is vital, making it possible to reward effective tenured faculty and help tenured faculty improve their teaching.

Morreale (1999) describes three models of post-tenure review: annual review, comprehensive review (periodic/consequential), and triggered review (episodic/consequential). Annual review is primarily summative and tied to merit pay decisions. Periodic, comprehensive review is both formative and summative, resulting in a recommended professional growth and improvement plan and possible merit pay increases. The triggered review is prompted by unsatisfactory performance and could result in sanctions should the conditions of the improvement plan not be met.

The case for post-tenure review of teaching is easily understood: it is an important tool universities use to achieve their mission, it opens the door to rewarding effective teaching by tenured faculty, and it helps tenured faculty improve their teaching.

There are ways that post-tenure review of teaching can go bad, however. Arreola (2000) introduces a model of post-tenure review that is solely about accountability, a mechanism to gather data for the termination of tenured faculty. If the stakes are too high or too negative, however, post-tenure review can disrupt the harmony of a department and the overall teaching climate at the university. On the other hand, if the stakes are too low, and effective teaching is not rewarded when evident, the process will not be taken seriously. Post-tenure review is a waste of time if there is not sufficient administrative support for the summative assessment and faculty buy-in for the formative assessment.

### Should UW—Eau Claire support its use?

Teaching effectiveness is central to the mission at UW—Eau Claire and we have learned that our departments' evaluation plans almost universally put effective teaching at the top of the list of performance expectations. As a result, the committee believes that post-tenure review of teaching is an essential practice for the university. The periodic, comprehensive review model currently used by UW—Eau Claire seems the best fit given that it allows for both formative and summative assessment. Having said that, the committee believes the university and its departments should consider adopting the best practices outlined below in order to enhance the developmental potential for post-tenure review.

### What are the best practices for its design and implementation?

Morreale (1999) outlines several guiding principles for what works in the evaluation of teaching in post-tenure review. The committee would like to emphasize a few of these in particular. First, post-tenure review of teaching works best if the department evaluation plans clearly define the standards for satisfactory and superior faculty teaching performance. Second, effective post-tenure starts with a

## **University of Wisconsin-Eau Claire**

### **Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

faculty-written professional development plan which is specific to teaching and takes into account contributions to the department as a whole. Third, the evidence for effective teaching must be from multiple sources and include faculty self-reflection to demonstrate that tenured faculty are engaged thoughtfully in their teaching. Fourth, post-tenure works well when tenured faculty receive written feedback in the form of a recommended development and improvement plan. Finally, post-tenure review works only if sufficient university resources are devoted to rewarding excellent teaching and supporting efforts to carry out the development and improvement plans.

#### Additional Points

As with other tools for evaluating effective teaching, it will be important that departments have clear standards for evaluating faculty involved in team teaching.

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## **9) Suggestions for DPC Implementation**

Based on extensive deliberation and lucid understandings of the demands that faculty, staff and administrators must juggle within their work, the TEI work group recommends that the process of revisiting peer evaluation of teaching manner and content is implemented patiently over time. We think the best starting point is to discuss within DPCs and departments what we value in teaching and what makes teaching effective within the academic discipline. Consider the Teaching Effectiveness Working Definition.

Once group members have arrived at consensus about effective teaching, it is a good idea to consider how formative and summative assessments will be conducted, when and by whom. The FASH requires summative evaluations of faculty and instructional academic staff on a regular basis, but does not necessitate formative evaluation. It is a best practice to mentor and guide colleagues' in the development of their instructional abilities, so the TEI group recommends formative evaluation and long-term follow up in order to assist in faculty and academic staff professional development and to collect longitudinal data to inform tenure decisions. All the literature recommended that peer observers become trained in peer teaching evaluation, we highly suggest that departments and other stakeholders investigate and invest in this process as it will increase reliability of peer observations and reduce bias.

Following the recommendations provided by Seldin, 1999 (see page 14), we encourage thorough discussions of the process and the tools for individual departments' use, which we suspect will result in modifications of the evaluation tools so that they are more appropriate for specific instructional contexts and academic domains. Peer observation training typically involves preparation to use the observation tools consistently, so these should be discussed and finalized in advance.

Departments should also give thought to portfolio use, practices and expectations. Streamlining the portfolios, but keeping them informative and formative in nature, is a solid practice. Using standardized and mutually-agreed upon rubrics for materials evaluation and self-reflections is another important step in the process.

All these discussions and modifications necessitate a reconsideration of DPC and Department Evaluation Plans (DEPs) specially the process and committee members' assignments for evaluation of colleagues' teaching. We recommend that individual DPC's reflect on these modifications globally and devise plan and tools that are formalized in their DEPs.

### 10) Suggestions for FASH Policy Modifications

The FASH requires the use of student evaluations in faculty and staff evaluations (UWS 3.05). Below is some suggested language to change the FASH faculty and academic staff evaluations to include peer observations, materials evaluations and self-evaluations as part of the process.

#### **POLICY MODIFICATION SUGGESTION**

Department Personnel Committees will gather and examine peer observations, materials evaluations and self-evaluations of instruction for the following purposes: (1) improvement of instruction; (2) as information used in actions on promotion, retention, and granting tenure; (3) as information used in actions on salary increases.

Below is the current FASH with suggested modifications highlighted.

#### **UWS 3.05 PERIODIC REVIEW**

##### **PROBATIONARY FACULTY**

The information gathered through the various phases of periodic review of probationary faculty is used in making personnel decisions as well as in the formulation of plans for the professional development of the faculty member involved. **That information shall include student evaluations, peer observations, instructional materials and self evaluations.** To promote the retention of qualified probationary faculty, the institution encourages departments to assign mentoring teams to the new faculty, to monitor retention goals, and, in conjunction with the administration, work to enhance the intercultural climate. The evaluation policies and procedures shall respect the dignity and the academic freedom of the individual and shall recognize the importance of good staff morale to the achievement of academic excellence.

##### **TENURED FACULTY**

The information gathered through the various phases of periodic review of tenured faculty is used to ensure continuing growth and development in professional skills; to encourage faculty to explore new ways to promote academic excellence; and to identify areas for improvement and provide solutions for problem areas. **That information shall include student evaluations, peer observations, instructional materials and self evaluations.** The periodic review of probationary faculty and of tenured faculty shall follow the same procedures as described below. The reviews may be incorporated into other departmental procedures for salary and other performance reviews at the department level.

#### **CRITERIA FOR PERIODIC REVIEW OF FACULTY PERFORMANCE**

##### **1. General Criteria**

Each periodic review of faculty must include, but is not limited to, consideration of teaching effectiveness, academic advising ability, scholarly activity, and service to the University, the profession and the public. These criteria are defined as follows:

a. Teaching Effectiveness means the success of the instructor in securing interest, effort, and progress on the part of students. The primary consideration is that students are stimulated to better standards of scholarship, to keener interest in learning, to greater professional understanding, and to more effective

effort toward self-improvement. (page 20)

### **PROCEDURES FOR PERIODIC REVIEW OF FACULTY PERFORMANCE**

2. Procedures for Periodic Review by Department Personnel Committee

3. The committee or one of its subcommittees shall meet annually with all instructional staff of the department for the purpose of discussing the Department Criteria, the relative emphasis given to each of the criteria in the review of the individual faculty member's performance, and the procedures of the evaluation plan.

In addition to student evaluations, each phase of periodic review shall provide for peer judgments of performance and shall be conducted by means of classroom evaluations, a portfolio presented by the faculty member to include, but not limited to, instructional materials, articles, and self-evaluations, and information gathered by the DPC or its subcommittees. For nonteaching faculty, the plan shall follow the principles reflected in these guidelines with appropriate modifications based on the responsibilities and duties of the individual.

The departmental faculty evaluation plan shall include procedures which:

- a. Conform to the Wisconsin open meetings and records laws, the UW System rules and policies, and UW-Eau Claire policies, all of which shall take precedence.
- b. Provide forms and procedures for administering and analyzing student evaluations and promote the anonymity and integrity of those evaluations.
- c. Provide that the faculty member shall be given copies of all periodic reviews of faculty performance at the same time as such reports are submitted to the Department Chair or other administrators by the Department Personnel Committee or its subcommittees.

1) Provide that each phase of periodic review of probationary faculty be forwarded through administrative channels to the Department Chair, Dean, Provost/Vice Chancellor, and Chancellor in the course of the reappointment process.

2) Provide that each phase of periodic review of tenured faculty be forwarded to the Department Chair. After review the Department Chair will return the review to the faculty member and Faculty and Academic Staff Handbook Twenty-second Edition, August 2006 Personnel Policies and Procedures Chapter 5 Page 21 acknowledge completion of the process to the Dean. Periodic reviews of tenured faculty for purposes of preparing promotion recommendations will take the place of the post-tenure review and will be forwarded through administrative channels according to the procedures for promotion.

- d. Provide that the faculty member be given an opportunity to examine his or her student evaluations.
- e. Provide that the faculty member be given an opportunity to respond in writing to the student evaluations and the evaluation reports prepared by the Department Personnel Committee and that such responses are attached to the original documents before the evaluation report is forwarded to the Dean.
- f. Afford the faculty member opportunities to submit to the Department Personnel Committee or its subcommittees any documents or information relevant to the evaluation of his or her performance,

and/or request a meeting with the Committee.

g. Recognize that the Department Chair has the responsibility for maintaining the departmental personnel file for each staff member, including a record of the periodic evaluations, personnel decisions, and the information on which they are based.

h. Afford the faculty member an opportunity to review and respond to the information in his or her departmental personnel file.

## 2. Procedures for Periodic Review by Department Chair

In addition to student evaluations, each phase of periodic review by the Department Chair shall be conducted by means of classroom evaluations, a portfolio presented by the faculty member to include, but not limited to, instructional materials, articles, and self-evaluations, and information gathered by the DPC or its subcommittees. Following the completion of the each phase of periodic review, the Department Chair shall provide the faculty member with a written report on his or her performance. The faculty member shall have the opportunity to respond to this report in writing. This report, the information on which it is based, and the response, shall become a part of the departmental personnel file of the faculty member. (page 20).

### **11) Future Instructional Evaluation Efforts**

The TEI work group had a great deal of material to read, digest, discuss, synthesize and articulate; however, there still remain some areas we did not have the time and wherewithal to consider. The literature and research clearly indicate that Peer Observer Training should occur in order to increase reliability of peer observations. We recommend that CETL is the appropriate entity to offer training for peer observers.

Another area that we endeavored to consider throughout our work is the focus on learning outcomes. We see students' learning outcomes as a vital, if an under-investigated part of evaluating faculty teaching effectiveness. Many universities have done considerable systematic research and implementation of evaluating learning outcomes (<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm> and [http://www.aacu.org/membership/documents/2009MemberSurvey\\_Part1.pdf](http://www.aacu.org/membership/documents/2009MemberSurvey_Part1.pdf)). Yet most experts are loath to link learning outcomes directly to specific faculty members' performance and evaluation. Further research on learning outcomes should occur in order to better link high quality instruction with learning.

## 12) Glossary for Characteristics of Effective Teaching

### Active Learning

**Active learning** is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners. Students are directly and actively involved in the learning process itself. Instead of simply receiving information verbally and visually, students are receiving **and** participating **and** doing.

<http://www.cat.ilstu.edu/resources/teachTopics/active.php>

Bonwell and Eison (1991) suggested learners work in pairs, discuss materials while role-playing, debate <http://en.wikipedia.org/wiki/Debate>, engage in case study, take part in cooperative learning, or produce short written exercises, etc.

<http://www.ntlf.com/html/lib/bib/91-9dig.htm>

### Anticipation guide

What is an anticipation guide? It is a list of statements (not questions) that are related to the reading selection. The statements are not taken directly from the selection, but are inferential so that the students have to really read the selection and think about it. The students then decide whether they agree with each statement or disagree with it. One variation is that the students have to give proof from the selection to back up their opinions. Some of the statements should be written so that students can agree or disagree depending on how they interpret the information in the reading selection. This will encourage discussion.

[http://www.kimskorner4teachertalk.com/readingliterature/readingstrategies/anticipation\\_guide.htm](http://www.kimskorner4teachertalk.com/readingliterature/readingstrategies/anticipation_guide.htm)

### Backward Design

Backward design is a methodology for designing a learning plan in a unit or course. The emphasis is on determining the learning goals before planning the learning activities. Below is a summary of the three steps in the backward design process, along with key questions to guide your thinking through these steps.

#### 1. Identify learning goals

- What do you want students to know?
- What do you want students to be able to do?
- Why is this difficult for them to know/do on their own?

#### 2. Determine acceptable evidence

- How will you know what they learned it? (vs “got it”)
- How will you assess what they learned?

- What counts as understanding in your class? What about in your domain?

### 3. Plan learning activities and instruction

- What activities will you use to make sure that they go there?
- How are these activities connected to student's understanding?

[Adapted from Understanding by Design and Understanding by Design: Professional Development Workbook (Wiggins & McTighe, 1998, 2004)].

<https://tle.wisc.edu/solutions/lecturing/%E2%80%9Cbackward-design%E2%80%9D-process>

**Bloom's Taxonomy of Cognitive Objectives:** Six levels arranged in order of increasing complexity (1 = low, 6 = high):

1. **Knowledge:** Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.
2. **Comprehension:** Understanding learned material. Includes behaviors such as explaining, discussing, and interpreting.
3. **Application:** The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
4. **Analysis:** Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. **Synthesis:** The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. **Evaluation:** Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending.

<http://www.chapman.edu/chancellor/assessment/glossary.asp>

### Declarative Knowledge vs. Procedural Knowledge:

Declarative knowledge is knowing "that," e.g., Washington, D.C. is the capital of the United States of America, as opposed to procedural knowledge, i.e., knowing "how" to drive a car.

The declarative knowledge one possesses about problem-solving differs from the procedural knowledge one uses to solve problems.

1. Declarative/Cognitive
  - Verbal Knowledge – factual knowledge
  - Knowledge Organization – how information and concepts are mentally arranged
  - Metacognitive Strategies – allocation and regulation of cognitive resources
2. Procedural/Skill-based

## University of Wisconsin-Eau Claire

### Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)

- Compilation – routine development and procedure linkage
- Automaticity – ability to perform a task without conscious monitoring along with other tasks

<http://www.ehhs.cmich.edu/~rmscott/643declarative.html#Examples of Strategies>

[http://www.nwlink.com/~Donclark/learning/declarative\\_knowledge.html](http://www.nwlink.com/~Donclark/learning/declarative_knowledge.html)

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### Graphic Organizers

Graphic Organizers are visual representation of knowledge, concepts, or ideas. They are known to help relieve learner's boredom, to enhance recall and provide motivation.

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm>

**Instructional Practices** - Best Instructional Practices are specific teaching methods that guide interaction in the classroom. These effective practices have been identified through research on student learning. Best Instructional Practices are like vehicles used by teachers to efficiently move students forward in their learning.

[http://www.primarysourcelearning.org/teach/best\\_practices/index.php](http://www.primarysourcelearning.org/teach/best_practices/index.php)

### Instructional Strategies –

What are instructional strategies?

Instructional strategies are methods that are used in the lesson to ensure that the sequence or delivery of instruction helps students learn.

What does effective mean?

The term "effective" means that student performance improves when the instructional strategies are used. The strategies were identified in studies conducted using research procedures and guidelines that ensure confidence about the results. In addition, several studies exist for each strategy with an adequate sample size and the use of treatment and control groups to generalize to the target population. This allows teachers to be confident about how to apply the strategies in their classrooms.

Strategies to use in designing effective lessons

## University of Wisconsin-Eau Claire

### Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)

These six strategies have been proven to work with diverse groups of learners (Kameenui & Carnine, *Effective Teaching Strategies that Accommodate Diverse Learners*, 1998). All students, and particularly those with disabilities, benefit when teachers incorporate these strategies into their instruction on a regular basis.

1. Focus on essentials.
2. Make linkages obvious and explicit.
3. Prime background knowledge.
4. Provide temporary support for learning.
5. Use conspicuous steps and strategies.
6. Review for fluency and generalization.

<http://www.cpt.fsu.edu/ESE/in/strmain.html>

### Learning-Focused Lesson

Framework for thinking about, planning, and delivering instruction using exemplary practices with a focus on learning

- Goals:
  - Continuous Improvement
  - Consistent and Pervasive

The Learning-Focused model provides teachers with the connections between practices, so that strategies are not randomly chosen, but instead selected to support the **purpose** of instruction and the other strategies. Learning-Focused is a continuous model for planning – teachers plan and provide, students do.

<http://www.learningfocused.com/answers.php>

### Objectives

The learning goals are those agreed upon by the professor/student, communicated to the learner and to the larger community; different from learning activities.

In articulating learning goals, faculty are answering the question – what will our students learn? Goals can focus on content, skills or attitudes.

[http://www.aacsb.edu/resource\\_centers/assessment/overview-process.asp](http://www.aacsb.edu/resource_centers/assessment/overview-process.asp)

### Quality Feedback -

## University of Wisconsin-Eau Claire

### Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)

#### Guidelines for Giving Quality Feedback

- Be specific.
- Emphasize the impact of the behavior on the team, the work, and/or the mission.
- The goal of feedback is learning. Quality feedback does not involve emotion, venting, or reprimand.
- Respect your staff by learning when they prefer to receive their feedback.
- Be balanced! Dole out equal amounts of positive and negative feedback.
- Remember that in a partnership, both parties have to work and both parties have things to learn.

<http://www.petfinder.com/for-shelters/improve-staff-morale.html#hintsfeedback>

**Reliability** - relates to the consistency of an assessment. A reliable assessment consistently achieves the same results with the same (or similar) cohort of students. Various factors affect reliability – including ambiguous questions, too many options within a question paper, vague marking instructions and poorly trained markers.

[http://en.wikipedia.org/wiki/Assessment#Standards\\_of\\_quality](http://en.wikipedia.org/wiki/Assessment#Standards_of_quality)

#### Rubric

- A rubric is a scoring tool for subjective assessments. It is a set of criteria and standards linked to learning objectives that is used to assess a student's performance on papers, projects, essays, and other assignments. ...  
[en.wikipedia.org/wiki/Rubric\\_\(academic\)](http://en.wikipedia.org/wiki/Rubric_(academic))
- A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.  
[www.nagc.org/index.aspx](http://www.nagc.org/index.aspx)
- A rubric is the guide used to score performance assessments in a reliable, fair, and valid manner and is generally composed of dimensions for judging student performance, a scale for rating performances on each dimension, and standards of excellence for specified performance levels.  
[pals.sri.com/guide/glossary.html](http://pals.sri.com/guide/glossary.html)
- In general a rubric is a scoring guide used in subjective assessments. A rubric also can be an explicit description of performance characteristics corresponding to a point on a rating scale.  
[www.k12.hi.us/~atr/evaluation/glossary.htm](http://www.k12.hi.us/~atr/evaluation/glossary.htm)

**Scaffolding** - In scaffolding instruction, a more knowledgeable other provides scaffolds or supports to facilitate the learner's development. The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone.

<http://condor.admin.cuny.cuny.edu/~group4/>

**University of Wisconsin-Eau Claire**

**Center for Excellence in Teaching and Learning (CETL), Teaching Evaluation Initiative (TEI)**

**Validity** - A valid assessment measures what it is intended to measure.

Validity of an assessment is generally gauged through examination of evidence in the following categories:

1. Content--Does the content of the test measure stated objectives?
2. Criterion--Do scores correlate to an outside reference? (e.g.: Do high scores on a 4th grade reading test accurately predict reading skill in future grades?)
3. Construct--Does the assessment correspond to other significant variables? (e.g., Do ESL students consistently perform differently on a writing exam than native English speakers?)

[http://en.wikipedia.org/wiki/Assessment#Standards\\_of\\_quality](http://en.wikipedia.org/wiki/Assessment#Standards_of_quality)

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