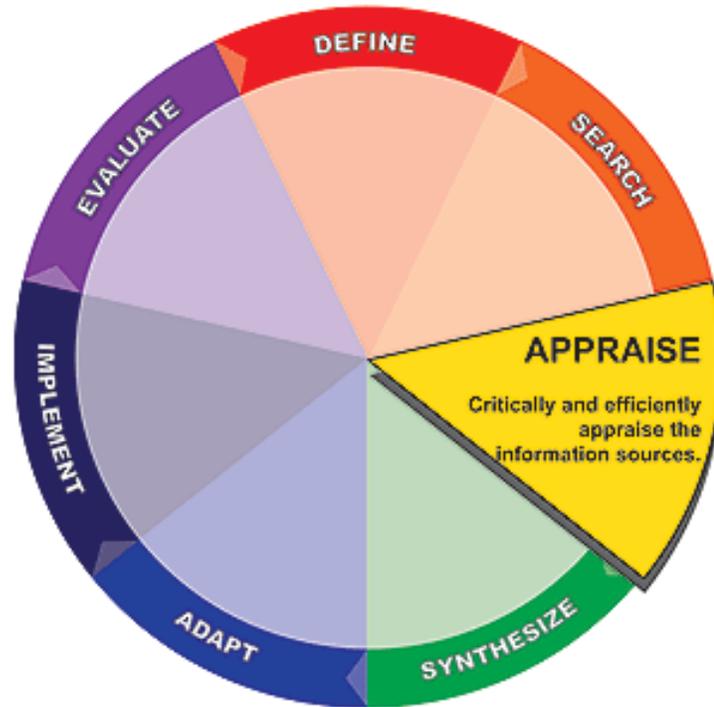


# Improving and assessing teaching using evidence-based criteria



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# What we will accomplish

Be able to use evidence-based, best practices of quality teaching

Identify evidence-based, best practices of quality teaching

Develop implementation examples



Discuss pro's & con's of common methods of evaluating teaching

student end of course evaluations

peer observations



Explain why best practices should drive assessment of teaching

Identify objective assessments

using best practices

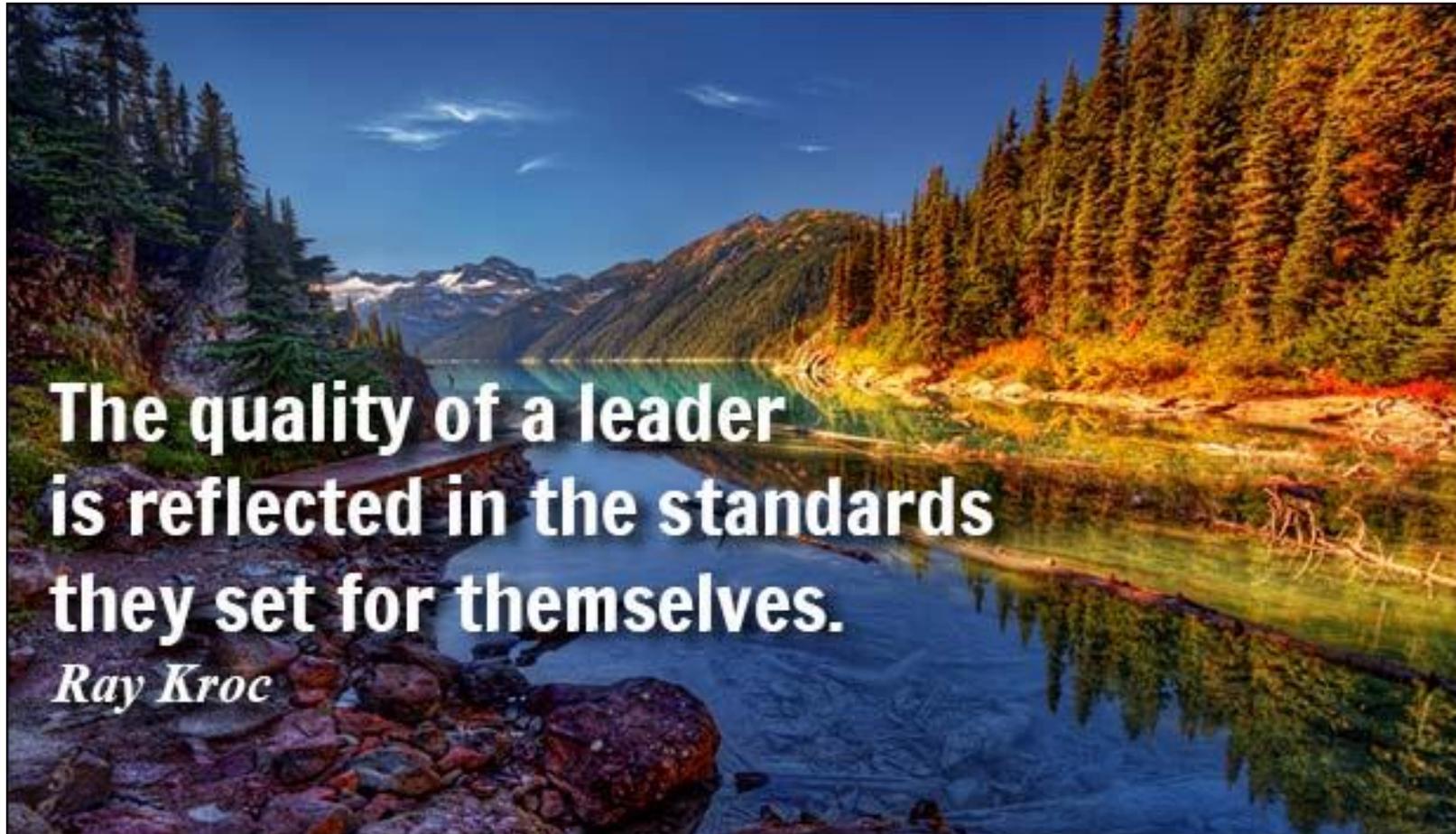
Use assessment based on best practices

Suskie summarized massive literature on fostering learning and promoting student success with two themes:

student engagement in  
the learning process

faculty and students  
sharing responsibility for  
learning

# Substitute leader for teacher



**The quality of a leader  
is reflected in the standards  
they set for themselves.**

*Ray Kroc*

# Evidence-based decision making

Since you use evidence-based decision making in your professional practice, why not also in your teaching?



# How to Use Evidence-Based Decision-Making in Your teaching?

Teach based upon educational literature in your own discipline

Teach based upon educational literature in higher education

Collect your own data about teaching and learning effectiveness

# Essential evidence-based best practices of effective teaching

Plan to promote student learning

Ensure successful learning experiences

Provide feedback to students

Provide students reflection opportunities

Assess students consistently

Command of subject matter

## Small group activity

Each group will consider two evidence-based practices of effective teaching (listed at the bottom of page 2).

Develop implementation examples for these practices

Describe:

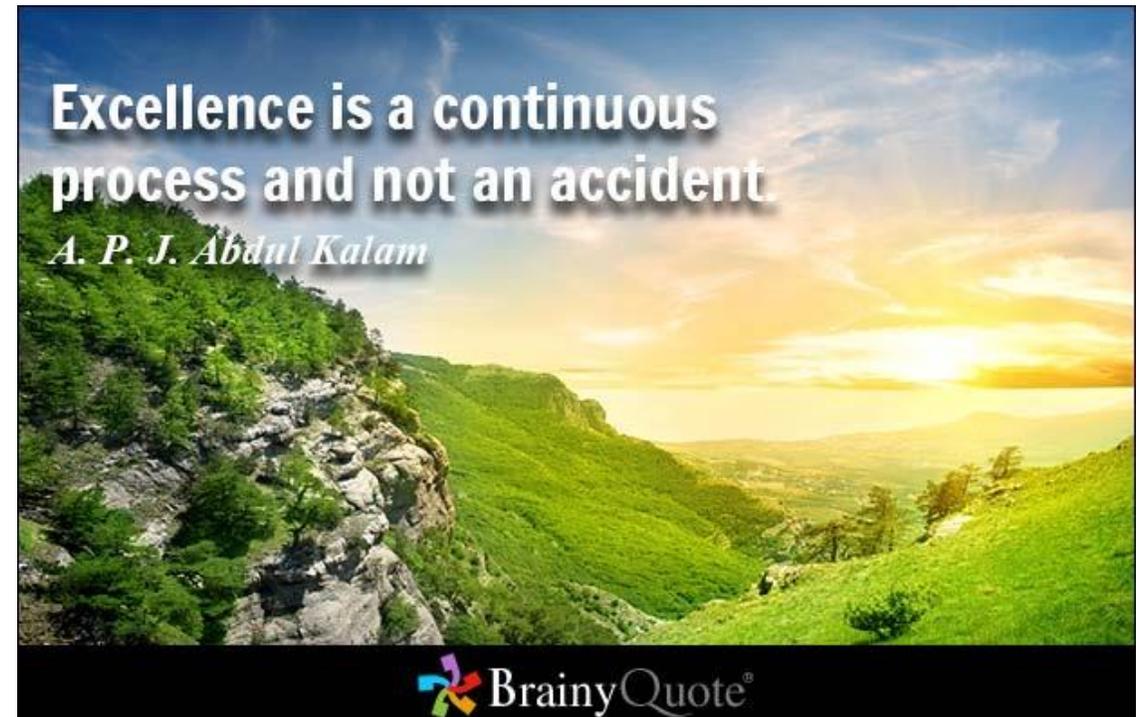
roles of faculty, students

types of learning environments will this will work

possible challenges to using these examples

# Evidence-based teaching practices have the potential to increase learning for all students

- but existing assessment of teaching offers little pressure to employ evidence-based approaches
- Faculty, like students, attend to what they are evaluated on



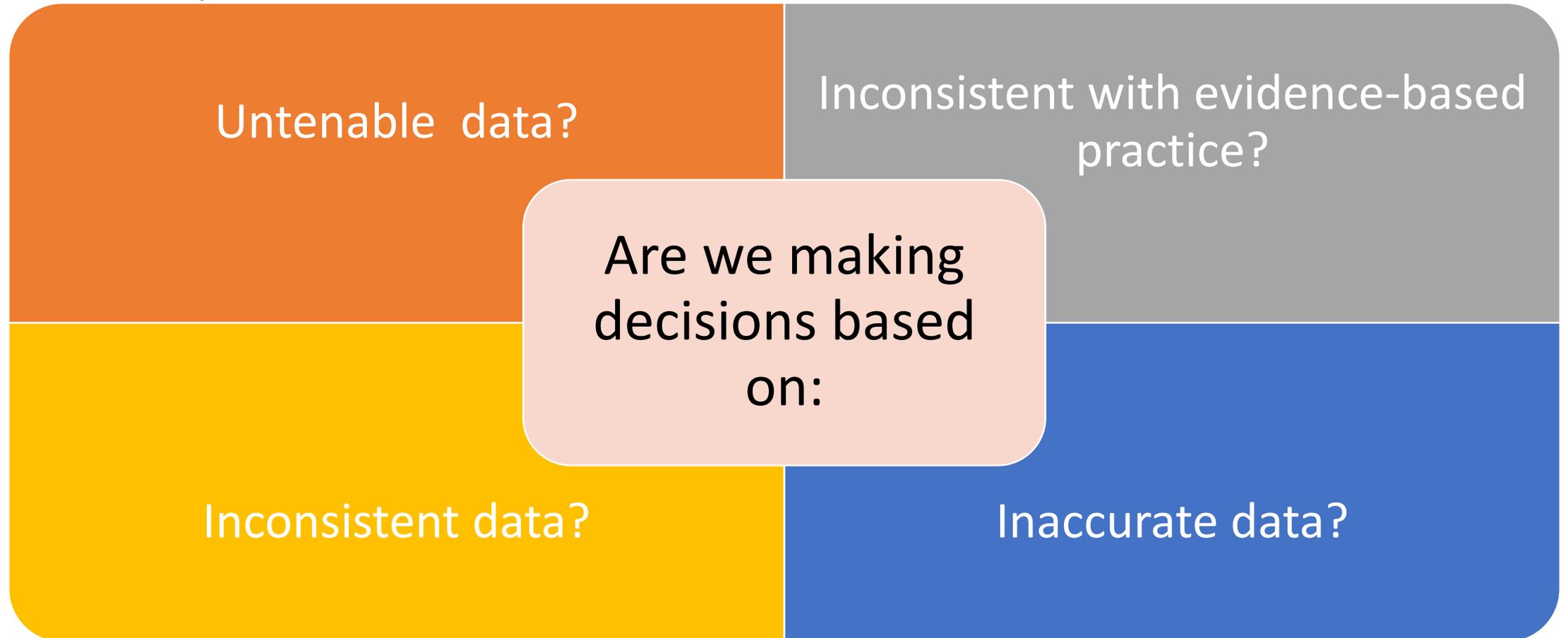
# What are faculty evaluated on regarding their teaching?

- How much do we assess if faculty foster student engagement in their learning?
- How well do we assess if faculty share responsibility for learning with students?
- How much do we assess on these nine evidence-based, best teaching practices?

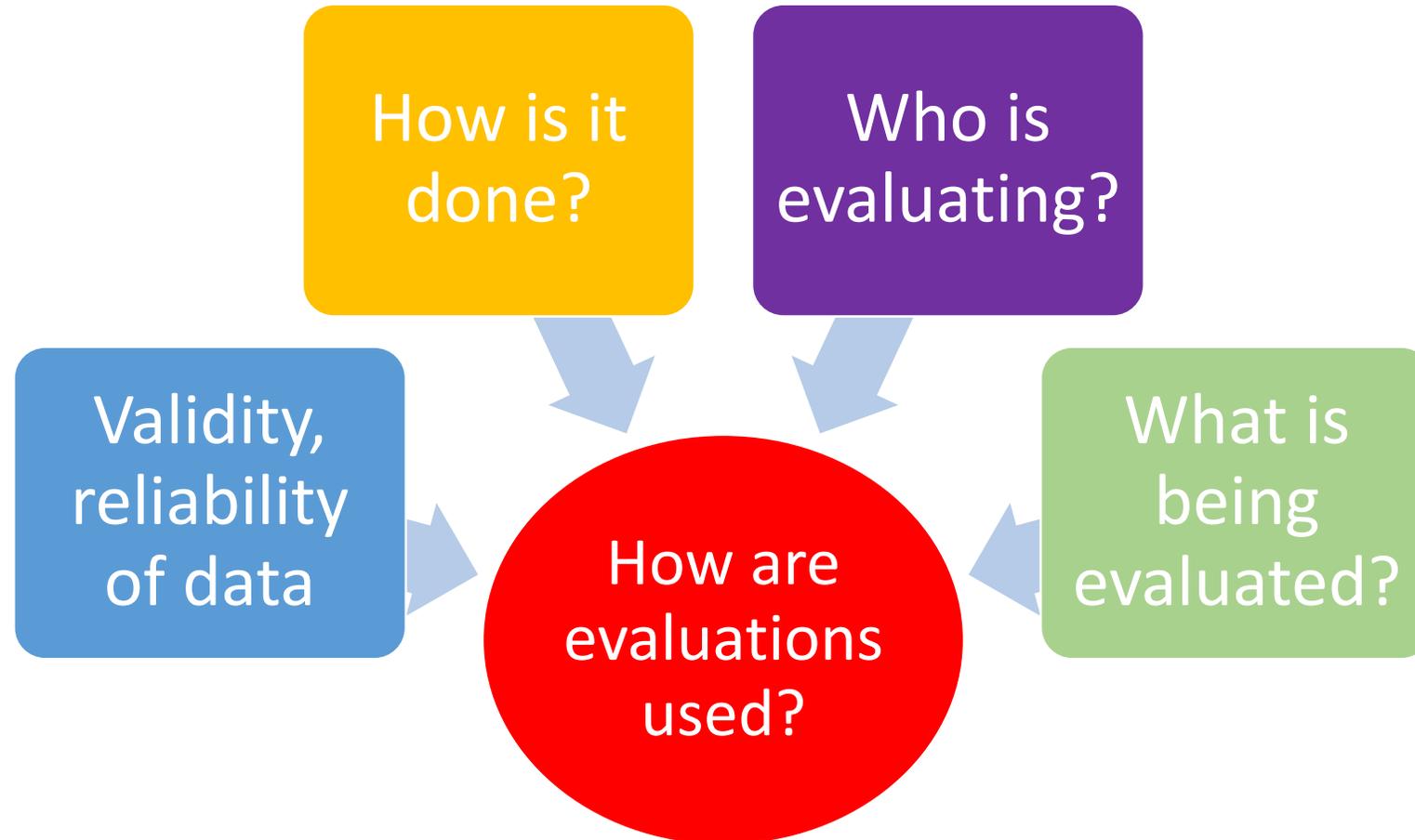


"I'm sorry, but you don't get any credit for giving it 'the old college try'."

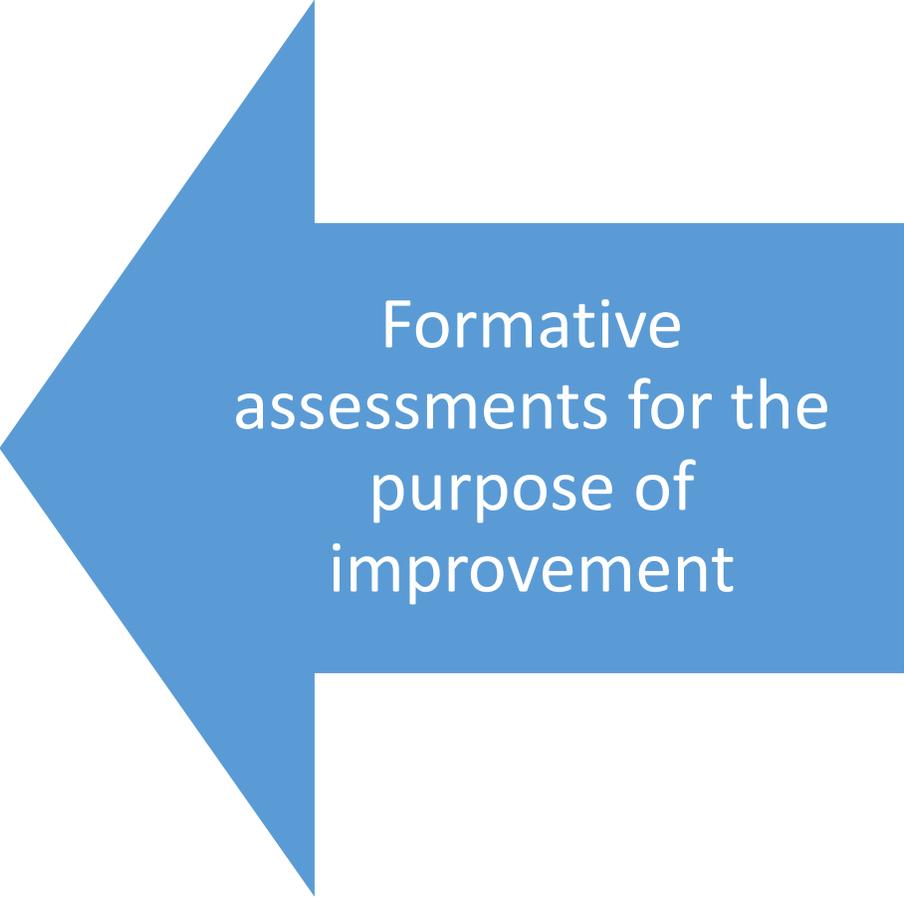
How are evaluations used:  
Teaching evaluations are very high stakes for  
faculty



Maki: Assessing teaching quality should become an integral aspect of the teaching process. How do we evaluate teaching now?



# How are evaluations used?



Formative  
assessments for the  
purpose of  
improvement



Summative  
evaluations used to  
make decisions such  
as promotion and  
tenure

# What is being evaluated?

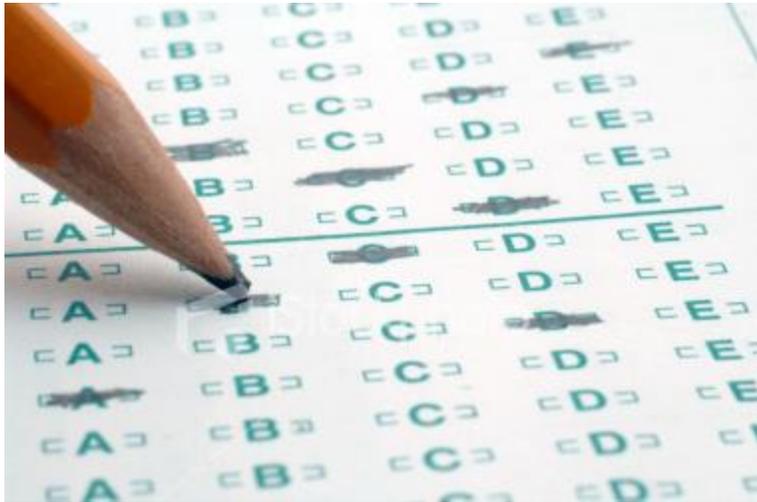
True or False?

*Do students who learned a great deal rate their instructors as effective teachers on end-of-course evaluations?*



# What is being evaluated?

- What the teacher does e.g. teaching styles, characteristics of instructor
- Intended outcomes- student learning



# Evaluation of teaching

What the teacher does e.g. teaching characteristics

- Commonly done
- Disconnect between recommended practices and how evaluated

How well does teacher foster learning, student success?

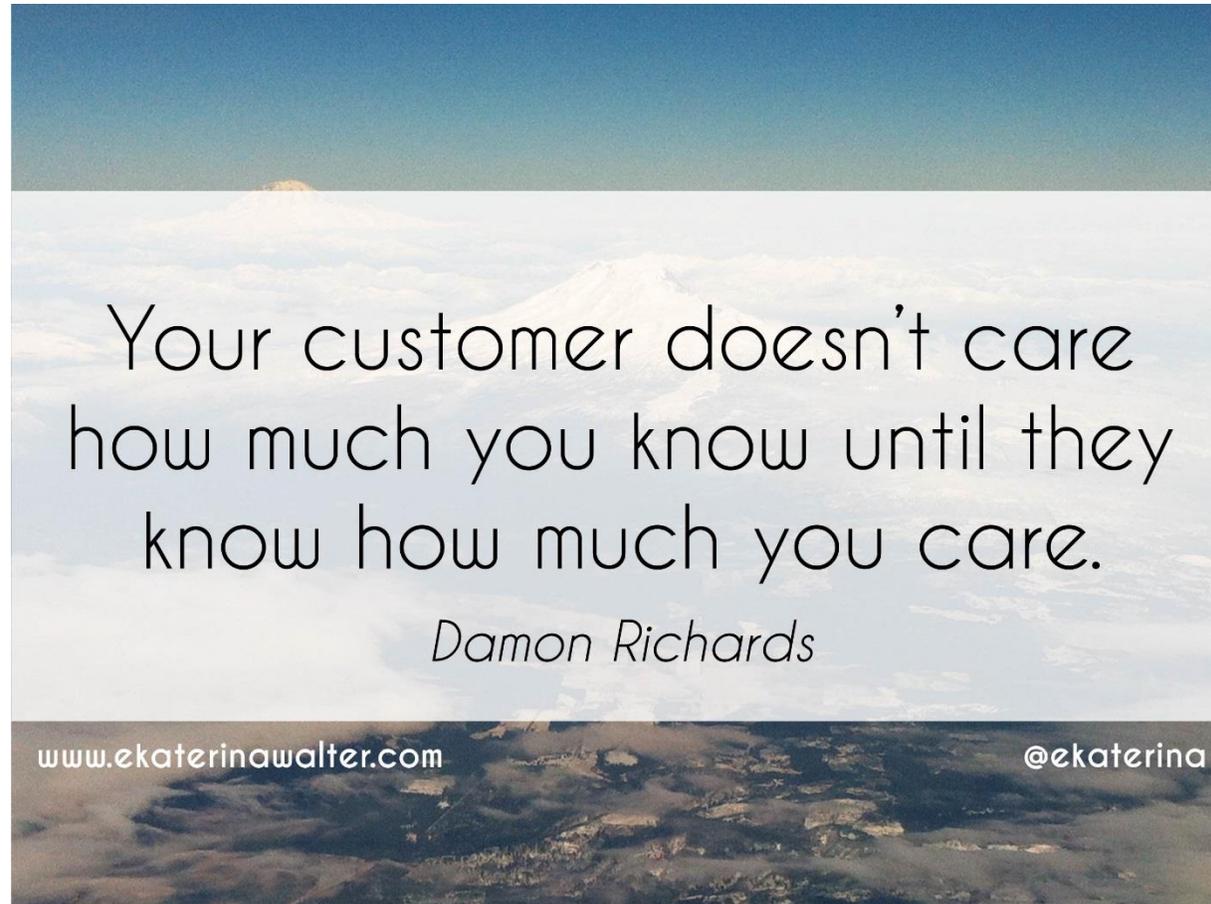
- Not commonly done, hard to do
- Aligns recommended practices and how evaluated

## Validity, reliability of data

### Student end of course evaluations

- Bias (like instructor's physical attractiveness, or gender or race ) accounts for much of the results
- Can students accurately determine our command of the subject?
- Students like faculty who
  - they can relate to, care about them
  - give them good grades

Are students customers? They rate us as if they were.



## Validity, reliability of data: Peer/ chair observations

- Sample is far too limited
- Generally are positive, pointing out good traits
- May identify small things that can be changed
- Usually do not offer concrete suggestions for change



Weimer, 2010

# Concerns with current teaching assessment practices

System currently used to evaluate teaching mostly uses

Student evaluations

Limited peer observations



Implications

Teachers try to satisfy students

Does not foster teaching improvements



Need for better methods to evaluate teaching

Consistent with evidence-based teaching practices

How does this relate to teaching?

**Quality in a service or product  
is not what you put into it.  
It is what the customer  
gets out of it**

*Peter Drucker*

So what should we do and how can we do it?



## 3 principles of good assessment define how to assess teaching:

Use explicit, objective and uniform criteria

- Should be linked to stated purpose

Triangulate data from a variety of sources

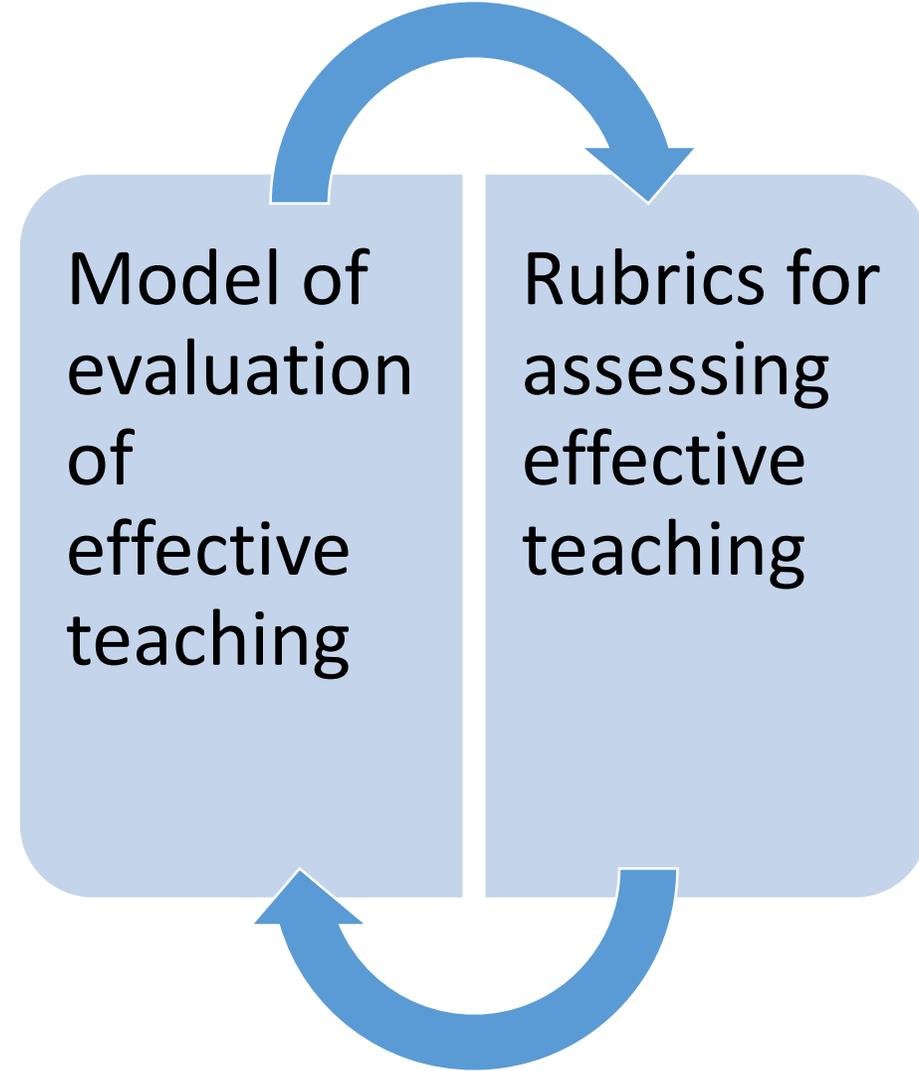
- Multiple sources of data about teaching quality exist

Tie into evidence-based literature and data

- Best teaching practices should drive assessment tools

How can we evaluate teaching using these three principles of good assessment?





Model of  
evaluation  
of  
effective  
teaching

Rubrics for  
assessing  
effective  
teaching

# Hierarchical Assessment of Teaching Model: 5 levels

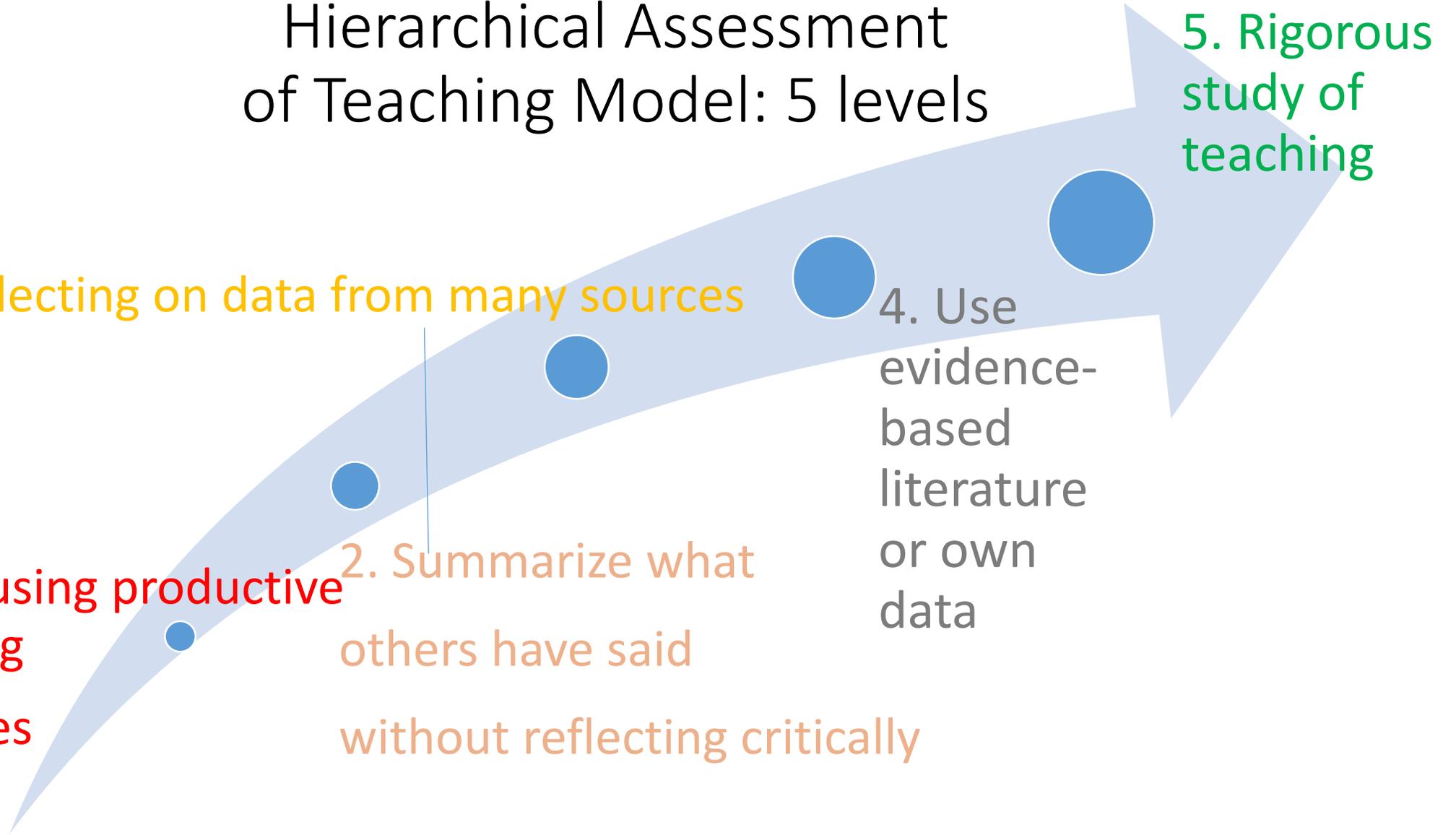
1. Not using productive  
teaching  
practices

2. Summarize what  
others have said  
without reflecting critically

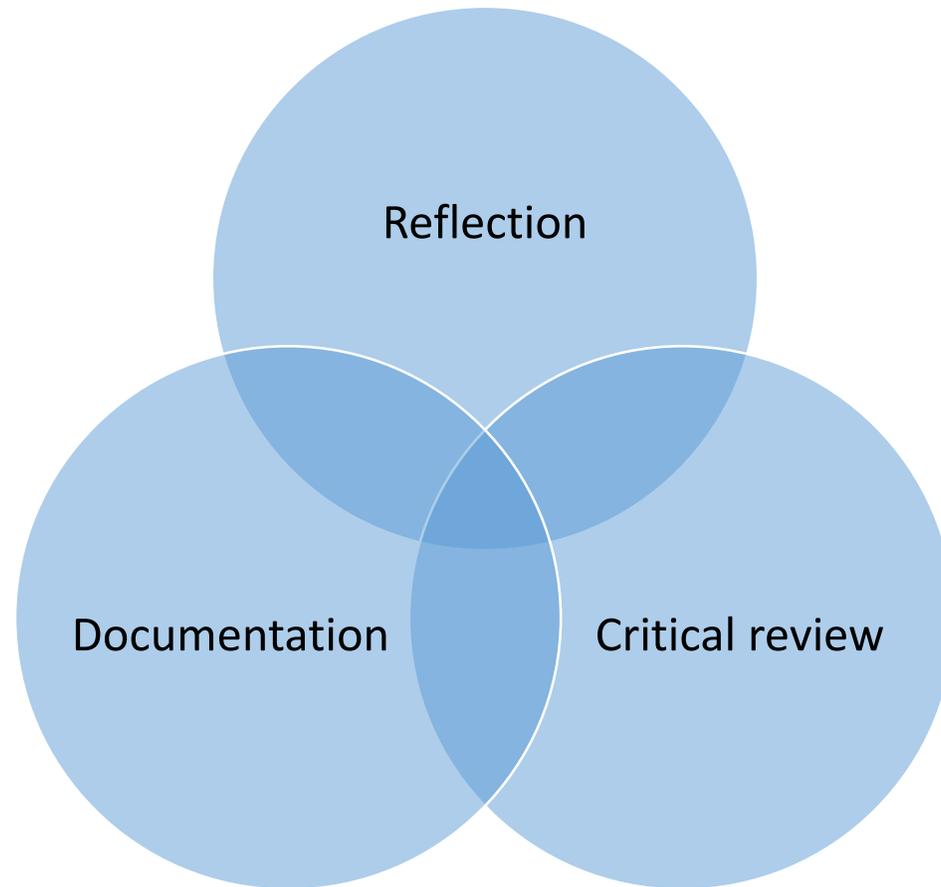
3. Reflecting on data from many sources

4. Use  
evidence-  
based  
literature  
or own  
data

5. Rigorous  
study of  
teaching



# Critical reflection = better teaching



# Sources of information

Four **lenses** to obtain information about your teaching

- Yourself
- Your students
- Your peers/ your chair
- The literature on teaching in higher education or in your discipline





# Personal contextualization with sharing

- *Select 3-5 sources of information from each of the first three columns listed on the handout that you currently have or could access easily that can provide insights into how effective your teaching is*
- *Reflect on how you can use this information to offer insights into how you are teaching*
- *Imagine how you can improve your*
- *teaching using this data*
- *How can you use this data in*
- *evaluating teaching?*

Source for Documentation of Quality of Teaching for All Teachers (Current Rating is Strong 2 or data from many sources)

Self	Student	Peer	Institute
<ul style="list-style-type: none"> <li>personal reflection</li> <li>interview developed course materials</li> <li>personal observations after teaching</li> <li>colleague appraisals</li> <li>use of fundamental levels</li> <li>use of assessment that de-identify students</li> <li>documented user critical incidents observations</li> <li>self-reviews of student products</li> <li>work</li> <li>summative self-assessment</li> <li>self-reviews of assessment</li> <li>peer reviews of assessment</li> <li>teaching portfolio</li> <li>teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>student realizations of expectations (i.e. student or teacher assessment data)</li> <li>student assessment data</li> <li>performance presentation or contents of work</li> <li>review of student products</li> <li>survey data on student products</li> <li>follow up data on where students use after graduate</li> <li>student realizations</li> <li>student portfolio</li> <li>teaching award nomination by students</li> </ul>	<ul style="list-style-type: none"> <li>peer assessment data</li> <li>class or unit director</li> <li>peer observations</li> <li>peer review of student products</li> <li>peer review of educational materials/teaching developed</li> <li>teaching award nomination by peers</li> <li>peer review of teaching portfolio</li> <li>teaching award nomination from others</li> </ul>	<ul style="list-style-type: none"> <li>teaching award nomination</li> <li>teaching award nomination in general</li> <li>discipline-specific (e.g. philosophy of the discipline)/higher education</li> <li>professional organization</li> <li>invited to teach education at other teaching-learning specific organization (e.g. AAEP) or discipline</li> <li>teaching award nomination from others</li> <li>teaching award nomination from others</li> <li>teaching award nomination from others</li> <li>27% of discipline exams</li> </ul>

Material comes from Bentley (2013) Assessment and Improving Your Teaching, Jorumplus

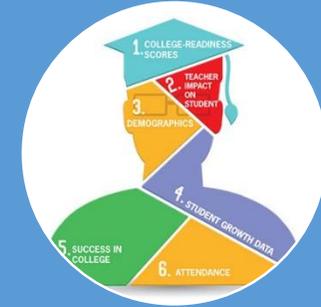
# Tie assessments to evidence-based literature or your own data: Very powerful assessments



Teach based upon educational literature in your own discipline



Teach based upon educational literature in higher education  
See last column



Collect your own data about teaching and learning effectiveness



# From model to self-assessment rubrics

5 levels on model = criteria levels on self- assessment rubrics

✓ Essential aspects of online teaching → each separate aspect is assessed on separate rubric page

- Full set of rubrics given in Blumberg, 2014

✓ Rubrics format like a multiple choice item- see p 4 of handout

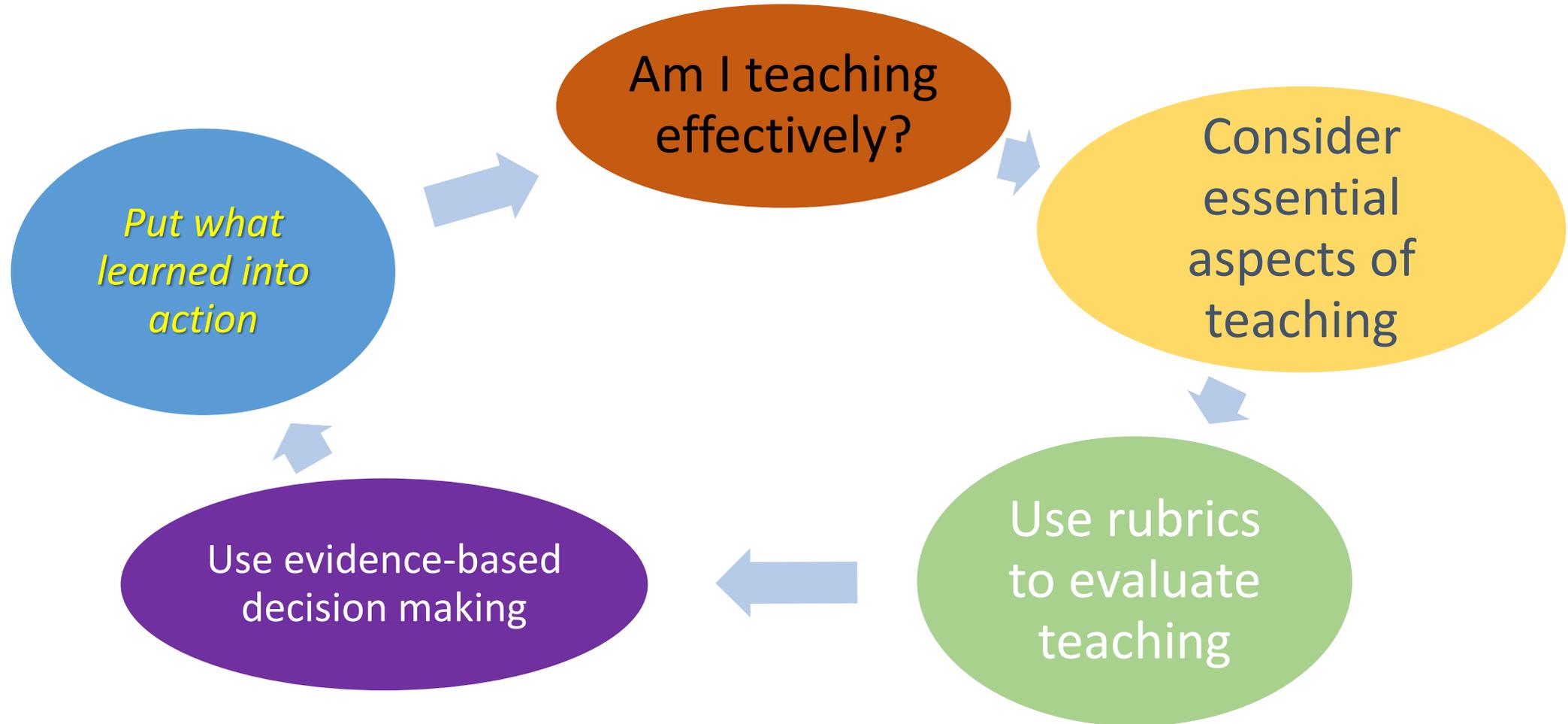


# Individually rate your own teaching on the rubric page provided- page 4

- Consider multiple sources -Refer to handout page 2 Sources for Documentation of Quality of Teaching for All Teaching Contexts to support your self-assessment
- Document your rationale
  - Write a rationale for your rating
  - Provide evidence to support your teaching
- Any questions as you rate yourself?
- How can insights you gained about your teaching promote renewal?



# Using rubrics, evaluation of teaching model fosters evidence-based effective teaching



How can we do a better job of having quality teaching drive assessment of teaching?

