Teaching Evaluation Handbook

Prepared by the
Provost's Teaching Evaluation Task Force

Academic Year 2011/2012

Towson University Teaching Evaluation Handbook
Table of Contents

This chapter discusses the purpose of a teaching portfolio and how it could be used to improve teaching, along with suggestions for materials to include.

> Norma Holter, James Manley

This chapter discusses how multiple sources of assessment from a range of perspectives encourage a balanced approach to evaluation.

> Linda Cooper, Elizabeth Neville, Vincent Thomas

This chapter defines what 'good teaching' means at Towson University and discusses the evaluation criteria that could be used.

> George McCool, Sharon Pitcher

This chapter provides fictional case examples illustrating how individual teachers could use the evaluation process to improve their teaching.

> Diana Emanuel, Lynne Murphy

Introduction

Whether you are a full time tenure track faculty member or a lecturer, clinical or adjunct faculty member, you are all involved in what we focus on and do best at Towson University, teaching. Towson University's new strategic plan, *Towson 2016: Building Within-Reaching Out,* will culminate with our 150th anniversary as an institution of higher learning in Maryland. Since 1866 with the founding of the Maryland State Normal School in Baltimore, our teaching roots have run deep.

Teaching in the 21st century has become, in many ways, a very different experience than what it was in 1866. As this institution has evolved into a large public comprehensive university, so too have our methods of teaching adapted. We now live in a time when technology greatly impacts how we teach. While not losing sight of the basic values of education, we need, now more than ever, to be able to assess our effectiveness as teachers and to continually strive to inform ourselves about how to improve our teaching.

After having read many promotion and tenure files, comprehensive reviews, and faculty annual reports since coming to TU, a very clear pattern about teaching is evident. The very best teachers among us constantly look for ways to improve their teaching and become more effective educators. Quality teaching is hard work; it is a calling; and it is what we should all strive for.

In December of 2010 I asked the deans of six colleges to nominate some of their star teachers to be part of a group to look at how we evaluate teaching. The Teaching Evaluation Task Force, under the leadership of Art Professor Bridget Sullivan, wasted no time meeting the challenges before it. Their initial task was to develop guiding principles for the hiring and evaluation of adjunct faculty. Many of those principles are now embedded into the various college and department guidelines for employing adjunct faculty members. Next, the task force turned to the creation of this *Teaching Evaluation Handbook.* I am extremely proud of the manner in which this group came together, worked diligently, and bonded as a group as they crafted this handbook. All of this was done in the spirit of service to their colleagues and as a way to raise the standards and quality of teaching at TU even higher.

It is my hope that the *Teaching Evaluation Handbook* will serve us all well. My sincere thanks to all who served on the task force; your work will make a difference for TU.

Marcia G. Welsh, PhD
Provost and Vice President for Academic Affairs

Overview

Susanna Sayre, Bridget Z. Sullivan

The purpose of the Teaching Evaluation Handbook

This *Teaching Evaluation Handbook* is intended to serve as a resource of examples and guidelines for colleges, departments and faculty to utilize in the preparation of faculty review materials related to teaching. This document is a collection of evaluation models that can be reviewed, considered and potentially adopted by departments and colleges. The major goal of the *Handbook* is to suggest ways to bring about greater consistency and meaningful reflection in the evaluation of teaching across colleges and disciplines at Towson University. The authors of the *Handbook* recognize there are no universally correct or appropriate models of teaching that can be applied across the institution, but instead suggest the quality and value of teaching methods can be revealed in effective evaluation.

NOTE: The *Teaching Evaluation Handbook* does not represent policy and is not intended to supersede or circumvent any guidelines or policies as defined in university, college and department PTRM documents. All faculty should refer to their respective department, college PTRM documents as well as the *Towson University Policy on Appointment, Rank and Tenure of Faculty* for specific information regarding PTRM policies and standards.

The intended audience of this *Teaching Evaluation Handbook*

The *Teaching Evaluation Handbook* is intended to be a useful resource for <u>**all**</u> teaching faculty at Towson University (at every rank and every stage of their teaching careers) as well as academic administrators.

Members of the *Teaching Evaluation Task Force*

The Provost's *Teaching Evaluation Task Force,* TETF, created the *Teaching Evaluation Handbook*.
The TETF, formed in late fall of 2010, was charged with the task of guiding the review, revision and improvement of teaching evaluation methods and processes utilized at Towson University.
The TETF is comprised of two faculty representatives from each of the university's colleges with faculty as well as three ex-officio members. The task force met for the first time in January of 2011.

TETF Membership

Linda Cooper, Associate Professor, Mathematics, Fisher College of Science & Mathematics

Diana Emanuel, Professor, Audiology, Speech-Language Pathology, and Deaf Studies, College of Health Professions (TETF secretary)

Norma Holter, Professor, Accounting, College of Business & Economics

James Manley, Assistant Professor, Economics, College of Business & Economics

George McCool, Associate Professor of Foreign Languages, College of Liberal Arts

Lynne Murphy, Clinical Associate Professor, Occupational Therapy & Occupational Science, College of Health Professions

Elizabeth Neville, Clinical Professor and Chair, Special Education, College of Education

Sharon Pitcher, Professor, Education, Technology & Literacy, College of Education

Douglas Pryor, TU Chapter President AAUP, Professor, Sociology, ex-officio member

Alex Storrs, Associate Professor, Physics, Astronomy & Geoscience, Fisher College of Science & Mathematics

Susanna Sayre, Lecturer, English, College of Liberal Arts

Bridget Z. Sullivan, Professor, Art+Design, College of Fine Arts and Communications (TETF Chairperson)

Timothy Sullivan, President University Senate, Associate Professor Economics, ex-officio member

Vincent Thomas, Associate Professor, Dance, College of Fine Arts & Communications

James DiLisio, Associate Provost for Academic Affairs, ex-officio member

I.

The Teaching Portfolio: Documenting Teaching and Its Improvement
Norma Holter and James Manley

What is a teaching portfolio?

A teaching portfolio is an evidence-based written document using concise, selective details of current teaching to demonstrate performance and spark reflective analysis and peer collaboration leading to improvement of teaching and student learning (Zubizaretta, 1999). It should include a balance of selectively chosen but illustrative evidence with *interpretation* of that evidence, showing how one's teaching has developed over time. The portfolio describes the professor's values and beliefs about teaching; it describes how and why a person teaches and summarizes the manner in which he/she develops the links from philosophy to design to execution. Preparing a teaching portfolio is an opportunity to present one's best work as a teacher.

Why is it recommended?

The university's mission statement declares that "Towson emphasizes excellence in teaching." Teaching portfolios are designed to promote continual improvement as faculty strive toward excellence by encouraging reflection on and improvement of teaching. While student and peer evaluations are important pieces of the portfolio, they are like flashlights because they illuminate only the teaching skills and abilities that fall within their beams, shedding light on only a small part of a professor's performance (Seldin 1991, p.3). The teaching portfolio can provide balance by providing a structure for self-reflection, presentation of data, and responses to data that include student and peer evaluations. It is also an opportunity to clarify the entire process of defining teaching goals, designing materials to accomplish those goals, and carrying out teaching in praxis.

In addition, portfolios are useful in providing evidence when applying for grants and teaching awards, sharing teaching expertise and experience with younger faculty members, and fostering an environment in which a discussion of teaching is normal and encouraged (Seldin 1991, p.4). Finally, a portfolio can guide mentoring and faculty development; as faculty members present themselves and

their teaching more comprehensively, it becomes easier to take part in a cyclical and reflective interaction with others providing dialogue and guidance.

To the extent possible, portfolios should be comprised of materials already incorporated into reviews. The purpose of the portfolio is to be developmental and not evaluative; as such it is to help preparers reflect on and improve their teaching and should not be used to justify disciplinary action.

What should a teaching portfolio contain?

A teaching portfolio should be no more than 8-12 pages long. The main body should concisely, but effectively, present the author's philosophy of teaching and how his or her teaching embodies that approach. The document should produce and organize evidence demonstrating teaching effectiveness and continued attempts for improvement. Appendices can be added to corroborate main points made in the main body of the portfolio. Descriptions of some of the types of data that are useful for this document are described in Section 3.

 Specifically, the main body should include:

- A short teaching philosophy including the faculty member's goals, his or her understanding of how students learn, and why s/he has chosen the specified approach to education;
- How the activities chosen for classes relate to the goals, including a presentation of relevant work samples, perhaps including as appendices syllabi and assignments, examples of student work and grading, and/ or evidence of teaching impact and student achievement;
- An assessment of whether teaching goals are being met, including a self-evaluation and narrative summaries of (and perhaps responses to) recurring themes in student and peer evaluations;
- How teaching materials have been modified in response to changes in students, course materials, the changes in regulation of the teaching subject, the instructor's situation, curriculum changes, and other mitigating factors.

Items here and in the appendices should show the range of activities to showcase an individual's teaching. That is, they should demonstrate that person's development as a teacher, rather than being just a list of accomplishments. Appended material should highlight what is unique or characteristic of him or her as a teacher.

Departments are encouraged to establish written criteria regarding organization and content of both the main body and appendix of the teaching portfolios prepared by their faculty members. Specific instructions should be provided that make assembly of this document a straightforward and easy-to-follow process. Lists may be made available, as appropriate, citing items to be included in various sections of the portfolio along with parameters of adequate sampling. See the examples of teaching portfolios included in the case study section of the handbook, or the detailed examples in the most recent version of the Seldin et al. (2010) text. Finally, relevant information is also contained in the *A.R.T. Policy*, college PTRM documents, and department PTRM documents.

II.
Supporting Data: Collection and Presentation
Linda Cooper, Elizabeth Neville, Vincent Thomas

Acknowledging that the desired outcome of teaching is learning and the development of critical thinking, one of the main goals of assessment is to give the instructor/teacher/professor critical feedback or information that will then inform his/her teaching effectiveness. The assessment of teaching should paint a broad picture of various aspects of teaching that focuses on the specificity of the class and instructor, thus leading to critical information that may be used to validate and enhance teaching and learning. As such, multiple sources of assessment from a range of perspectives encourage a balanced approach to evaluation. Though each of the categories below is limited in its scope of evaluation, together, sources from these categories can be used to evaluate the breadth and depth of teaching.

Student-Generated Data

Students are able to tell us a lot about their perception of our teaching; however, they may be biased or not always qualified to judge effective teaching. Below are the two primary types of student-generated data:

- Student evaluations (quantitative ratings and qualitative comments)
- Student testimonials

Instructor-Generated Artifacts

Teaching is a dynamic process. Through instructor-generated artifacts, teachers provide context of their teaching methodology and have the opportunity to solicit feedback that may address their strengths and weaknesses, and desired direction for growth. They are able to convey their values with regard to class atmosphere (methods of questioning, facilitation of inquiry …) and how they strive to achieve their goals.

- Teaching background and responsibilities, including advising responsibilities, supervision of student groups, and courses taught (titles, codes, credits, contact hours, PG/UG, required/ elective course), supervision undertaken, student demographics (class sizes, number of

sections, homogeneity, majors/ non-majors), teaching status (coordinator, team-teaching, lab/ school/ teacher supervision etc.), grade distributions

- Syllabi
- Instructional materials, activities, assignments, and PowerPoint lectures, examinations
- Formative and summative student assessments with instructor feedback
- Teaching reflections
- Committee participation in course improvement
- Sample of student work
- Video of a class
- Description of advising activities

Peer Review

While our peers do not consistently "experience" our teaching, they should have the expertise to evaluate our subject-matter expertise, appropriateness of course goals, instructional and grading practices and professional ethics.

- Peer observations
- Teaching awards, honors, or acknowledgement of excellence in teaching
- Invited presentations (departmental, university-wide, outside source)

The following University of North Dakota Office of Instructional Development site's "Documenting Teaching" was used to guide the creation of this section:
 http://und.edu/academics/instructional-development/documenting-teaching.cfm

III.

Criteria for Evaluating Data on Teaching

George McCool, Sharon Pitcher

This discussion of approaches to evaluating teaching is an attempt to gather all of the criteria about teaching at Towson University in one place to assist faculty seeking to improve their teaching. Excellence in teaching is highly valued at our institution. As stated in the university's mission statement, "Towson's academic programs develop students' capacities for effective communication, critical analysis, and flexible thought, and they cultivate an awareness of both difference and commonality necessary for multifaceted work environments and for local and global citizenship and leadership." The faculty at Towson emulates this mission every day in the classrooms across campus.

Teaching at Towson connects students with the real world, considers the needs of the individual student, and spans a bridge between research and practice. Faculty are knowledgeable of their subject matter, but are equally concerned about making that knowledge understandable for their students. Participation in the scholarship of application allows the faculty member to share experiences that enrich their students learning. Different class sizes call for different teaching techniques and therefore require variability in evaluation. Effective instruction evolves from the fusion of students' needs and subject matter knowledge.

What is excellent teaching? How do we recognize it when we are evaluating each other and what can we all do to constantly improve the "art of teaching"? Bain (2004) after studying effective college teaching concluded that determining how to "count evidence that a professor profoundly helped and encouraged students to learn deeply and remarkably" was a complex process. This chapter does not suggest a simple process but attempts to share some approaches to weigh many factors to both evaluate and encourage excellent teaching at the university. It begins with a general discussion of how we define effective teaching utilizing our many university documents. Then we suggest ways to value all of the data available, recommending multiple approaches on how we can use the data resources to continually improve our teaching.

Effective Teachers – A Description

Given the history of the institution, it is natural that Towson University should value excellence in teaching. Since Towson University's founding in 1866 as a Normal School focused on developing teachers, excellent teaching has been the most important job of its faculty. As the successor to the Maryland State Teachers College, the University's commitment to teaching excellence is both traditional and ongoing. According to the TU *Faculty Handbook*, the university sees the faculty members' primary role as "the facilitation of learning through a variety of modes." Towson

University values and rewards "the scholarships of discovery, teaching, integration and application," and believes that "a faculty member is primarily concerned with effectiveness in teaching." What constitutes effective teaching? L. Shulman, in a 1989 article entitled "Toward a Pedagogy of Substance," described it succinctly:

> ". . . [O]ne of the things we see when we look at teaching analytically is this combination of an emphasis on understanding the subject matter, understanding how it is represented in the heads of students and then being able to generate representations of your own as a teacher that will be a bridge between the subject matter and the students."

That is, effective teaching must be considered with two areas of expertise: understanding a body of knowledge and being able to explain it to others. In addition, Porter and Brophy (1988) in their article "Synthesis of Research on Good Teaching: Insights from the Work of the Institute for Research on Teaching" point out that

> "Effective teachers are clear about what they intend to accomplish through their instruction, and they keep these goals in mind both in designing the instruction and in communicating its purpose to the students. They make certain that their students understand and are satisfied by the reasons given for why they should learn what they are asked to learn."

Teaching is not just about what instructors do in front of the class but how they prepare to inspire and what expectations they have for their students. Bain (2004) suggests that high quality college teachers:

- Use a rich line of inquiry to design a class, lecture, discussion section, internship, or any other encounters with students.

- Begin preparation for teaching with questions about student learning objectives rather than about what they will do.

- Expect more of their students with objectives that require critical thinking and inspire life actions.

- Create learning environments where students confront important problems in a challenging yet supportive environment.

- Tend to inspire trust from the students by treating them with simple decency.

To further understand how faculty at Towson University define teaching, we turned to college documents for guidance. The following characteristics compiled from our college Promotion, Tenure, Merit and Reappointment documents suggest that excellent teachers:

- Reflect on how to incorporate teaching strategies and efficacy into their teaching.

- Design syllabi that convey to students a clear overview of course objectives, expectations for student learning, and course requirements.

- Incorporate appropriate instructional technology in one's teaching

- Maintain currency in their field

- Reflect and grow in teaching methodology

- Mentor student scholarship

Additionally, Towson University prides itself in focusing on meeting the needs of all students. By following the principles of Universal Design for Learning, the needs of all students will be met:

1. Begin class with a review of the previous lecture and an overview of the topics to be covered that day. At the end of class, summarize key points.

2. Highlight major concepts and terminology both orally and visually.

3. Speak directly to students, and minimize auditory and visual distractions.

4. Use visual aids such as diagrams, charts and graphs. Use color to enhance the message.

5. Vary instructional methods using a combination of lecture with a visual outline, group activities, use of stories, guest speakers, web-based discussions. Integrate technology (e.g., YouTube, iTunesU) to support class content.

6. Relate content to real world situations.

7. Reach out individually to students who appear to be struggling and provide resources and support as necessary.

More information available on Universal Design is available at
http://www.towson.edu/dss/teachingguide/universaldesign.asp .

Valuing All Data

Theall (2010) concludes a study of faculty evaluation over time with the recommendation that multiple forms of data should be used as a "starting point for opening and sustaining dialogue about the profession" and defining "what it means to be a faculty member at this institution." He further suggests that valuing all data "maximize opportunities for faculty success," which will "lead to effective teaching and learning" (pp. 90–92). Prichard, Saccucci, and Potter (2010) found it was "wise to include more than one measure of teacher effectiveness" in order to demonstrate continuous improvement in teaching (p. 283). Therefore, in evaluating teaching it is crucial that multiple forms of data are considered to have a meaningful conversation about how successful a faculty member's teaching is at a given point and ways a faculty member can grow. At Towson University, the multiple

data sources include student evaluations, teaching portfolio, peer evaluations, and faculty member's narrative in the Annual Review.

Role of Student Surveys

The Student Evaluation Survey has a role in the evaluation of teaching, but only if the data are being looked at meaningfully. Just a reporting of means is not a meaningful way of looking at data. A mean in the case of student survey data can greatly be influenced by one disgruntled student just giving a faculty member "1" as a way to contest a low grade. A high mean of means can also disguise an area that a faculty member needs to work on. Additionally, students' comments often further identify areas that need improvement or the differing of opinions of the students. The level of the course, the difficulty in the material being taught, the grade distribution (required in all faculty members' Annual Report), and whether the course is required should all be taken into consideration, too.

Use of Survey Data to Improve Teaching

Looking at survey data across semesters for a course can give valuable information on how a professor is improving instruction. Analyzing responses to specific questions, couching those questions in specifics from the students' comments, and making changes in elements of courses can improve teaching. At times department analysis across sections of a course can reveal the impact of the difficulty of course content.

As part of the Annual Review, faculty members should demonstrate the thoughtful use of the student survey data in a narrative analyzing student data and documenting ways courses are changed or strengthened. Towson University has a rich tradition of valuing students' input and considering teaching to be the most important work of faculty. The expectation is not that student data will dictate change but that faculty will address ways to consider the input.

Using Survey Data to Evaluate Teaching

It is the prerogative of each department to determine how survey data are used to evaluate teaching. Important, though, is the consideration of what the numbers mean. Research on evaluating university teaching suggests that means alone do not tell the whole story (Prichard, Saccucci, & Potter, 2010; Theall, 2010). Prichard, et al., in a longitudinal study of student evaluations over time comparing them to determine if they could be used to measure continuous improvement, found that they did not demonstrate long-term improvement (p. 282). A mean can be made up of fifteen very satisfied students and maybe only three very dissatisfied students. A mean needs to be qualified with either distribution or median to better understand what is being portrayed.

The following are some suggestions on ways criteria can be developed to use survey data as one of the components in interpreting students' perceptions of teaching:

1. The following is a way that medians could be used:

   - Students' perception of teaching would be interpreted as satisfactory if medians to questions generally fell in a range determined by the department, keeping the context of the course (typical ratings, professor's first time teaching the course, etc.) in perspective. The means of the responses and the distribution of the answers could serve as secondary measures in understanding students' perception of teaching. Overall low distribution of answers may indicate possible areas of change that the professor could address in the reflective narrative. Comments from the students are used in the narrative to better understand survey scores.

   - Students' perception of teaching would be interpreted as excellent if all of the medians for questions on the survey across courses fell above the upper limit of the satisfactory range. Mean responses could serve as secondary measures in understanding students' perception of teaching. Items with low mean response could be addressed in the reflective narrative. Comments from the students are used in the narrative to better understand survey scores.

2. The following is a way that means could be used:

   - Students' perception of teaching would be interpreted as satisfactory if mean responses generally fell within a range determined by the department, keeping the context of the course (typical ratings, professor's first time teaching the course, etc.) in perspective. Median responses and the distribution of the answers could be compared to the mean to reveal possible atypical responses.

   - Students' perception of teaching would be interpreted as excellent if the means fell above the upper limit of the satisfactory range.

3. The following is a way that a grand mean could be used:

   - The grand mean of the questions in the "Instructor" component of the survey could be used as an overall   rating. If the grand mean fell in a range determined by the department, keeping the context of the course in perspective, the students' perceptions of the professor's teaching would be rated satisfactory.   If the grand mean fell above the satisfactory range, students' perceptions of the professor's teaching would be rated excellent. In both of these cases, the overall median could be used as a secondary measure and the standard deviation could be used to indicate the variability of responses.

In all cases, the narrative on teaching would explain the numbers, but the information contained in the numbers could also be helpfully interpreted. Looking at survey data across semesters for a course helps to better understand the influence of grade distribution or extenuating circumstances. Comments from the students can be used in the narrative to better understand survey scores.

Narrative in the Annual Review

As part of the Annual Review at Towson University beginning during the 2010-11 academic year, faculty members are asked to reflect on their teaching in a narrative to be included in their Annual Review. The narrative can include:

- Analysis of student evaluations

- Discussion of changes made in teaching over the year

- Description of courses changed and/or designed

- Incorporation of technology in courses

Use of Narrative to Improve Teaching

The narrative gives faculty members the opportunity to reflectively examine their teaching. Course evaluations and students' comments can provide faculty members some information on students' response to their teaching and examination of this data could lead to some ideas for future changes and/or how successful course changes were received. In the narrative faculty members can capture work they did during the school year to improve courses, add current research, or describe how they plan to incorporate technology. Finally, it can be used to consider next steps in teaching.

Use of Narratives in Evaluation Process

The Annual Review narratives should be used to judge how reflective faculty members are towards their teaching. Some of the characteristics of excellent teachers that can be evaluated in the portfolio are:

- Does the faculty member use student data to inform his/her practice of teaching?

- Is the faculty member keeping current in his/her discipline?

- How is the faculty member incorporating technology into instruction?

- What is the faculty member contributing to the development of courses in his/her department?

- How deeply does the faculty member reflect on instructional practice and make changes as a result?

Role of the Teaching Portfolio

Developing a teaching portfolio provides a faculty member with the opportunities to explain his/her teaching philosophy, reflect on growth as a teacher, and examine impact on students. The development of the teaching portfolio should occur over time and be examined by peers at crucial times in a faculty member's teaching career at Towson.

Potential Use of Portfolios in the Evaluation Process

At the time of evaluation including self-evaluation the portfolio could be updated to include the reflective components of the portfolio listed earlier in this handbook. The portfolio then gives the evaluative committees evidence of the following to consider in looking at all teaching in a more holistic way:

- Development of teaching over time

- Reflection on the processes of teaching

- Application of what was learned from data

- Incorporation of technology in instruction

- Assessment of the effectiveness of instruction

- Understanding of teaching methodology

- Rigor in courses

The Role of Peer Evaluation

Perkins (1993), in his article *Teaching for Understanding,* emphasized that teaching for understanding is not about what the teacher does, but what he/she gets students to do. He suggests that good teaching involves more "intricate classroom choreography" in which the teacher leads the students to "think with and about the ideas they are learning" (p. 29). Observing how the students are learning, evaluating how the teacher creates a thoughtful environment for learning, and leading the teachers to understand what they do well and how they could grow are all part of the objectives of peer review.

Ongoing Development from Peer Review

Peer review provides the faculty member with an opportunity to invite conversation about their teaching. Peer observations according to our faculty documents should include a conference before observation to discuss the class and methods used, the observation, and then a post-observation conversation. This is an opportunity for the faculty members to reflect on their practices, learning from each other, and focus on student learning.

Use of Peer Observation in the Evaluation Process

For evaluation purposes, multiple peer reviews should be considered. These observations provide a glimpse into student learning and how the faculty member has developed the learning climate of the classroom. Multiple faculty members should evaluate the instructor in different courses to get a multifaceted view of the faculty member's teaching. Each department should have a well-defined process for peer review developed by the faculty members to capture student engagement, student/teacher interaction, classroom climate, and innovations in teaching practice.

Meeting the multiple needs of students, especially minority students and those with disabilities, should also be considered. The following suggestions from Universal Design for Learning may be helpful in evaluating whether the faculty member is meeting those needs:

- Auditory and visual presentations of information are provided.

- Demonstrations are provided to entire class and small working groups that may need more clarification.

- Opportunities are provided in the class for different types of learners such as presentations, practice in small groups, and discussion/sharing.

- Choices are offered to the students to provide "adjustable levels of challenge" and "multiple ways to be successful."

- Ongoing, relevant feedback is provided to the students.

- Instruction includes multiple examples with critical features highlighted, and multiple media and formats utilized.

- Instruction provides support for the differing backgrounds of the learners. (Coyne, Ganley, Hall, Meo, Murray & Gordon, 2006).

Evaluating Teaching for Merit

The evaluation of teaching for merit, unlike the evaluation for promotion and tenure (see below), is, in a sense, a snapshot, focusing on the candidate's performance in a given academic year. The evaluation will, of course, consider all of the sources discussed earlier, such as student evaluations, peer evaluations, the self-reflective narrative included in the Annual Report, and other pertinent material.

Evaluating Teaching for Promotion and Tenure

Unlike the evaluation of teaching for the purpose of awarding merit, the evaluation of teaching for purposes of promotion and tenure decisions must take a longer-term view. These decisions must take into account a number of different factors, including but not limited to the types of courses the candidate has taught during the period being evaluated, the number of new courses the candidate has (re-)designed and taught, whether the candidate has explored alternative teaching methods where appropriate, whether the candidate has served as a mentor for newer faculty members, whether there have been changes in the structure of the candidate's courses over time and whether there has been an evolution of the candidate's perceived teaching performance. This last factor is extremely important in the case of new faculty members who have come to Towson University with little or no teaching experience and who may have encountered difficulty in developing their teaching strategies.

IV.

Improving Practice: Case Examples

Diana Emanuel, Lynne Murphy

NOTE: These case examples represent fictional faculty members. Any resemblance to real persons, living or dead, is purely coincidental

This section is intended to provide two prototypical case examples of fictional faculty members--the "inexperienced teacher" and the "burnt out teacher"-- to illustrate how a teaching portfolio can be used to guide and assist a struggling professor through a critical self-study of teaching, to prepare documents for review by other professors for the purpose of mentoring, and to develop a plan to enhance teaching. This section is not intended as a guide for individuals or departments in the assessment of teaching for the promotion and tenure process (For this, please consult with promotion and tenure documents.).

In general, the professor preparing a portfolio as part of a self-study of teaching should ask the following questions:

- What evidence-based documentation do I have that reflects the effectiveness of my teaching?

- How can I best analyze this evidence to reflect on my skill as a teacher?

- How will the teaching narrative reflect the ways I plan to use this evidence to enhance my future teaching?

- How am I using help from colleagues to get feedback and ideas for change?

- Which portions of my self-analysis should be included in the main portion of the portfolio (8-10 pages) and what items should be included as appendices to support the assertions in the narrative?

Case Study #1: "The Inexperienced Teacher"

Background: Susan Jones, MS, RN, is an experienced nurse with 15 years of clinical practice and several outstanding practice awards from her employer and state association. In her search for continued professional challenges, she accepted a teaching position as a lecturer at Towson University. Ms. Jones was assigned to teach two sections of two courses during her first semester. She was given the syllabi used by a prior instructor two weeks before the beginning of the semester. She was also given the required textbooks and a brief introduction to Blackboard. One of the courses (Philosophy of Nursing) was an undergraduate lecture course. The other course (Clinical Nursing Skills) was a graduate lecture and clinical skills lab course taken by students who are working as nurses or in other areas of healthcare. Ms. Jones taught the Philosophy of Nursing course in a lecture hall with seating for 40-50 students and a well-equipped teaching station. The Clinical Nursing Skills class was taught in a small skills lab with a variety of simulation models and technology that simulates patient care. There was also a computer and projector for didactic portions of the class in the skill lab. Ms. Jones provided outlines of all lectures by posting PowerPoint notes and grades in Blackboard, but she had not used the technology previously and did not use other Blackboard features. Ms. Jones read the assigned textbook chapter before each lecture, but did not have time to incorporate additional scholarly resources. However, she did provide informative narrative case examples based on her experience. She provided learning objectives for lab activities, but noticed that students completed them quickly and often asked to leave early. Ms. Jones did not fully understand what the student assignments should contain, and provided plenty of hand-written feedback when they were graded, but grades were high because she felt her instructions may not have been clear. Exam grades tended to be low because Ms. Jones used the exams from the prior instructor. During the course of the semester, she noticed that student attendance was declining. She held office hours, but students never sought her out.

On course evaluations, students frequently stated that Ms. Jones was disorganized and did not meet learning objectives for the course. They reported that she did not use technology effectively, primarily in posting grades on Blackboard in a timely manner. However, many commented that they liked her lectures because she included relevant examples, and she cared about student learning.

Ms. Jones is using the creation of a teaching portfolio at the end of the first semester to help her conduct an analysis of her teaching. She asks herself critical questions to guide her in the analysis and portfolio creation.

What evidence-based documentation do I have that reflects the effectiveness of my teaching?

<u>Student numeric course evaluation means</u> were good for the Clinical Nursing Skills course but poor for the Philosophy of Nursing course. <u>Grade distributions</u> for the Clinical Nursing Skills course were all A and B grades, but Ms. Jones is concerned that some students missed critical skills during the final practical examination that are not reflected in the grade but that will affect their ability to

competently treat patients. Grade distributions for the Philosophy of Nursing course were almost all A grades; however, the midterm and final exam grades were fairly poor. The <u>syllabus</u> from the Philosophy of Nursing course indicated that the grades may be inflated because a large percentage of the grade is based on written assignments, attendance, and classroom participation. On <u>student written course evaluations</u> for the Philosophy of Nursing courses, students frequently stated that Ms. Jones was disorganized, unapproachable, and did not meet learning objectives for the course. Students in the Nursing Skills course indicated that Ms. Jones was knowledgeable and that she was able to demonstrate all of the techniques they needed. They also liked her case examples concerning patients with various pathologies and that Ms. Jones was approachable and appeared concerned about their learning. One <u>peer evaluation</u> was conducted during the semester (in the Philosophy of Nursing course) and it indicated that Ms. Jones appeared to be very knowledgeable but also that the slides contained only an outline of the notes and that students appeared to be writing furiously and were frustrated when she switched slides before they could take down all the information. The peer review also indicated that Ms. Jones did not ask questions of the class or call on any students. The students did not ask very many questions except if the professor could "slow down" or "go back to the last slide for a minute."

How can I best analyze this evidence to reflect on my skill as a teacher?

Ms. Jones will use the evidence that she has compiled to do a careful teaching analysis. Evidence includes (a) quantitative evaluations such as student and peer ratings and grade distributions; (b) qualitative data from outside sources such as student written comments and peer written comments; and (c) personal observations such as the limited amount of time she had to prepare for the class, the size of the class, the fact that some students received good grades but were not able to demonstrate all skills. The analysis will include critical questions related to the data:

- Why did the students respond better in the graduate clinical skills class compared to the undergraduate didactic class?

- Were the differences based on the type of class, the level of student, or the way the class was taught?

- Why did graduate students receive good grades when they were not able to demonstrate all the clinical skills?

- Were there items that were similar across courses?

Her narrative on this topic might go like this:

> *I believe that my clinical skills are an asset to my teaching effectiveness in the Clinical Nursing Skills class, because I was able to demonstrate what I know how to do. However, I did not give my students ample time or experience to develop these skills themselves. Developing additional structured activities for student performance may be needed to bridge this gap. The grades in the*

Philosophy of Nursing course were high across the board, but I don't think students were actively engaged, and certainly viewed by ability as a lecturer to be lacking. Their comments stated I was unapproachable, but I viewed the role of the teacher as the authority figure. Maybe my philosophy of an effective teacher as one who imparts knowledge doesn't reflect what the students need from me. I can't teach in the same way as I was taught; I need to develop more interactive teaching strategies. I'm not disorganized, but I am new to teaching technologies and supports, so this is clearly an area of professional development that I can address.

How will the teaching narrative reflect the ways I plan to use this evidence to enhance my future teaching?

An important aspect of the teaching narrative is that it not only addresses the data that are available, but it allows the professor to respond to those data in a scholarly manner. This response should not be limited to acknowledging the problem areas and making a general statement such as "My evaluations were poor because I am an inexperienced teacher" and/or "I will do a better job in the future". The narrative is an opportunity for the professor to organize the data and their observations, create hypotheses regarding these data, and plan a targeted response for future classes to address these areas. For example, Ms. Jones prepared her lectures only a few days prior to each class. This was because she was working full time and agreed to teach the class with only two weeks to prepare. The timing was out of her control; however, the narrative can address her plan to revise the notes well in advance of each lecture and how she intends to change the notes to address the student comment that she was disorganized. With more time to prepare, she could also indicate that she intends to take a workshop on using technology in the classroom to enhance the teaching format in the undergraduate course. She could also indicate her plan to include other resources besides the textbook in her notes. Another example of an item to address in the narrative: the syllabus was already written and Ms. Jones did not have the experience to change it; however, she can include her plan to change the syllabus so that it addresses grade inflation, attention to all learning outcomes, and other items highlighted by students, peers and her own observations. She could also take a critical look at the skills that students are completing and determine how to address the issue of students finishing quickly and leaving early but not being able to demonstrate the skills at the end of the semester. A portion of Ms. Jones's narrative might go like this:

To improve my abilities as a lecturer, I will review the syllabus to examine how I can make changes that address student comments and my observation about the lack of skill development. The syllabus has so many assignments for the students; I can review how they meet the learning objectives for the course, and decide if they are weighted according to their ability to meet the objectives.

How am I using help from colleagues to get feedback and ideas for change?

Faculty members should ask for and receive mentoring from colleagues and take advantage of teaching and technology training opportunities available to them. The narrative provides a mechanism for faculty to plan strategies in this area. The narrative for Ms. Jones might look like this:

> *To improve my abilities as a lecturer, I plan to use the teaching technologies available to me more effectively. I can take a course on Blackboard through the Center for Instructional Advancement and Technology (CIAT) and I will ask my mentor to be a guest on her Blackboard site. I can see how she has organized the materials and update the resources available to students. I can meet with the librarian assigned to my department to get more skilled at using the databases, so I can use current articles to inform my teaching, and consider adding some for students to review and possibly present or discuss in class.*

Which portions of my self-analysis should be included in the main portion of the portfolio (8-10 pages) and what items should be included as appendices to support the assertions in the narrative?

The main body of the portfolio should include a narrative that includes teaching philosophy, a summary of the self-analysis described in the previous section, and short-term (and long-term) teaching goals. The narrative can include tables and figures if needed to illustrate the discussion (for example, providing the grade distribution in a table and the assigning of points for various graded activities in a table when discussing grade inflation). For the most part, however, the data will be provided in appendices and referred to as such in the narrative as needed. Each identified area of weakness should be addressed with a possible reason why and a plan for enhancing teaching in that area.

Case Study #2: "The Burnt Out Teacher"

Background: John Stone, Ph.D., CPA, is a tenured full professor with 20 years of experience teaching courses in the undergraduate accounting major and graduate courses in the MBA program. He worked full time as an accountant for a few years prior to pursuing a Ph.D. and worked part-time as an accountant for a few years when he was an assistant professor. For the past 15 years, he has taught accounting but has not focused on his required research output regarding accounting practices nor has he kept abreast of the changes in accounting standards. He has taught the same courses for the past eight years with few changes in the syllabi. Dr. Stone uses PowerPoint and one type of accounting software that came on the market 10 years ago, but prefers to teach "old school" and encourage student interaction and the use of the whiteboard. Lately, he has felt that the level of student dedication to study is so poor that he has become discouraged. The scores on the accounting department's exit examination have significantly declined over the past five to six years. Student numeric ratings have been steadily falling and written course evaluations over the past few years have indicated that Dr. Stone is often late to class, boring, and that he doesn't know how to teach the tough new accounting standards and how to use new teaching technology effectively. Peer evaluations have been conducted once per year. The most recent two peer evaluations indicated significant issues in the classroom. The first peer evaluation stated that the students do not appear to be engaged in the learning, that Dr. Stone did not know any student's name, did not return assignments promptly, and that Dr. Stone refused to spend class time answering student questions.. Dr. Stone wrote a rebuttal indicating that the "young and inexperienced" peer evaluator did not understood his "traditional and seasoned" teaching approach and that there was too much emphasis on teaching technology in the current classroom, which led to students not being engaged and just staring at PowerPoint notes instead of paying attention. The second peer evaluation indicated that the content of the course was not sufficient to prepare them for the next course in the sequence. Dr. Stone wrote a rebuttal indicating that the peer evaluator should re-evaluate the next course in the series because the current students are not capable of learning like students from 10 years ago. After the second negative peer evaluation, Dr. Stone met with the department chairperson to complain about the peer-evaluation process and to dictate the person he thought should observe his classes. The chair of the department indicated students were not learning what they needed and that the peer evaluators should not be hand selected.

Dr. Stone was asked to create a teaching portfolio by his department chairperson in order to improve his teaching in preparation for a 5-year review, which is scheduled for the following year. Dr. Stone asks himself the critical questions to guide him in the analysis and portfolio creation.

What evidence-based documentation do I have that reflects the effectiveness of my teaching?

Dr. Stone knew he had to prepare a graph of his <u>mean student numeric ratings over time</u> for his upcoming five-year review. He had a sense that his ratings over the past five years were not indicative of his best teaching abilities, so he graphed the ratings over a 10-year period. He noticed a slow and

steady decline over the 10-year period from what the department considers "excellent" teaching to borderline "acceptable" and "unacceptable" across all of his courses. His first thought regarding the decline in teaching was that students changed over time and did not approve of his methods and that he was viewed as the "really difficult teacher in the department"; however, it was difficult to reconcile this hypothesis with the fact that the decline was also seen for courses in which the students were primarily second career, non-traditional, "more seasoned" students.

He then examined the grade distributions over time, and found that he was giving more A and B grades and the overall course GPA was actually increasing over time. He asked the chairperson for data regarding the grade distributions of the same courses taught by other faculty and found that the grades for the other professors were lower than his. His hypothesis about being the "difficult teacher" was untenable because he was actually one of the professors awarding the best grades.

Dr. Stone examined his syllabi over time and realized that he had made very few changes in the past five years and had not changed the syllabus references for the past four years and that the most recent article listed on any syllabus was eight years prior to the date of the course. He realized that the field of accounting was changing very quickly and that these references were not acceptable.

Dr. Stone took a critical look at his student written course evaluations over time and peer evaluations over time and he re-read his two peer-evaluation rebuttals and realized that his reactions were emotional and not critical. He realized that he needed to take a critical look at these data and to use the data to create an improvement plan and not react to the data as a personal attack.

Dr. Stone examined the long-term outcomes of the program by examining student scores on the department's exit examination. He was tempted to consider the declining scores to be "someone else's problem," but then realized as one of the most experienced members of the faculty and a full professor that he should demonstrate leadership in the area of teaching by suggesting to the chair that he assist in a -study of why the exam scores were falling.

How can I best analyze this evidence to reflect on my skill as a teacher?

Dr. Stone used the evidence he compiled to do a careful teaching analysis. Evidence included an analysis over time of: (a) student and peer numeric ratings, (b) student and peer qualitative evaluations, (c) grade distributions over time (d) his role in the program which, overall, had seen a decline in long-term outcome success based on the exit exam, (e) personal observations such as the fact that his syllabi did not contain current references, the fact that he reacted emotionally to criticism rather than a productive reaction, the fact that students and peers indicated he needed to use more updated material, but he felt he was teaching in a way that was just "different" and not outdated. The analysis included critical questions related to the data:

- How can I update my use of teaching technology and more current information?

- Does the fact that I have not done actual accounting work in 15 years affect my efficacy as a teacher?

- How can I work better with my peers in the department to improve my teaching and the outcomes of the department?

An example of the analysis portion of the narrative might go like this:

Over the past 10 years, my teaching has declined in quality. I find it difficult to accept that this decline has occurred even though I have taught the same way I always did, and my teaching earned high praise at the beginning of my career. However, I must admit that an examination of the evidence indicates that as the students, the field, accounting standards, and teaching practices change, so must my teaching. For example, in the previous year, across 6 didactic courses, 77% of the students and the sole peer evaluation indicated that my teaching methods appeared to be "old fashioned" or "out dated". This comment first appeared about 6 years ago, but only by 1 or 2 students; it has become more prevalent over the years until it is now the most common student comment and, in response, I realize that I must update my teaching methods.

How will the teaching narrative reflect the ways I plan to use this evidence to enhance my future teaching?

Dr. Stone took the opportunity offered by the teaching narrative to organize his data, his critical reflection on the data, and a planned response to improve teaching. His narrative on this topic might go like this:

The most prevalent comment is that my teaching is outdated. I will address this by conducting a literature review for each course and will update my syllabi and my notes to include at least 3-4 recent journal articles on pertinent topics.

His narrative may also include items that indicate his willingness to become more interdependent with colleagues, to ask for help, and to offer to lead changes in teaching. For example:

I plan to meet with the colleagues who did the peer evaluations and ask them for suggestions for improving my teaching. It is my goal to just listen to their commentary, and not to react in a way that indicates refusal to accept suggestions. I am also planning to meet with the department chairperson to discuss the development of an Ad Hoc teaching committee to address ways in which the department, as a whole, can more effectively address long-term outcomes.

How am I using help from colleagues to get feedback and ideas for change?

Dr. Stone may include in his narrative his plans to use university technology resources to improve his teaching. For example:

> *The most prevalent comment is that my teaching is outdated. I plan to address this in several ways. For example, I have enrolled in a course with the Center for Instructional Advancement and Technology (CIAT) on using Blackboard. I plan to choose two features from Blackboard and use them in my courses next semester. Over time, I may include more teaching technology, but this is what I feel would be a reasonable first step. I also plan to update my course content by studying the new accounting standards, reviewing different texts, and conducting a literature review.*

Which portions of my self-analysis should be included in the main portion of the portfolio (8-10 pages) and what items should be included as appendices to support the assertions in the narrative?

The main body of the portfolio should include the reflective narrative and the appendices should include the compiled support data. Certain aspects of the data that enhance the reflective discussion should be included. For example, a figure showing long-term student numerics could be included if it is pertinent to the discussion. If it is simply commented upon but not highlighted, then the figure should go in the appendix. If qualitative data are highlighted, then the qualitative analysis of these data can be included and, for common comments, representative quotes can be included. It is also important to highlight the good aspects of teaching, and not just the negative and formative portions. Dr. Stone feels that his traditional teaching style is something that he values. He should consider including the ways in which he can include the parts of teaching that he likes along with the changes that are needed in order to develop a teaching style that is uniquely his own but also effective and well received by students and colleagues.

Appendix A

Evidence-Based Documentation Checklist to Reflect Teaching Effectiveness

_____ Student course evaluation data (quantitative, i.e., consideration of means, median, and distribution of responses for selected items.)

_____ Student course evaluation comments (qualitative)

_____ Grade distribution data

_____ Peer evaluations (quantitative ratings)

_____ Peer evaluations (qualitative comments)

_____ Syllabus (assignments and grading, review of learning objectives)

_____ Syllabus (course policies that affect student experience and learning)

Appendix B

Examples of Peer Teaching Evaluations

NOTE: This appendix includes a sampling of teaching evaluations collected from departments representing all colleges.

College of Business and Economics

PEER VISITATION REPORT FORM

Department of Economics

Faculty Member Visited:

Visited By:

Date:

Course Title and Numbers:

Please Provide Written comments in the space below. Be complete and concise.

I.   Course Content: Evaluate the syllabus, examinations, instructor knowledge, ability to illuminate difficult points, and instructor ability to handle questions from the class.

II. Pedagogy: Evaluate the teaching methods in the area of aids, techniques, and teaching method relative to other courses, and other sections of the same course.

III. Class Conduct: Evaluate the level of participation, interest, preparedness, and general class reaction to the teaching process.

Evaluator: _____ Date _____

Instructor (Read and Understood): _____ Date _____

PEER VISITATION REPORT

DEPARTMENT OF FINANCE

Faculty member visited

Visited by _____   Date _____

Course title and number _____

    Please provide written comments in the space below. Be complete and concise.

I. Course Content: Evaluate the syllabus, examinations, instructor knowledge, ability to illuminate difficult points, and instructor ability to handle questions from the class.

II. Pedagogy: Evaluate the teaching methods in the area of aids, techniques, and teaching method relative to other courses, and other sections of the same course.

III. Class Conduct: Evaluate the level of participation, interest, preparedness, and general class reaction to the teaching process.

Signed _____

                                     Evaluator

Signed _____

                  (Read and understood) Instructor

TOWSON
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**Department of Educational Technology and Literacy
Online Peer Observation Form**

Colleague Observed:
Date of Observation:
ONLINE Course Observed:
Observer:

Context of the course (e.g., audience, special circumstances related to this course):

Context of the lesson within the course syllabus:

Course and Module Design:

Organization or Structure of the Lesson:

- **Clarity of instruction**

- **Interactivity (faculty-student)**

- **Interactivity (student-student)**

Professional Competence:

General Comments or Recommendations:

_____
Signature of the Observer   Date

_____
Signature of Colleague Observed   Date

Department of Art + Design, Art History, Art Education
Peer Evaluation Form

Name: _____ Rank: _____ Date: __/__/____

Area of Specialization: _____ Name of Evaluator: _____

	excellent	very good	good	fair	poor
1. To what degree was the faculty member prepared?	5	4	3	2	1

Comments: _____
_____
_____
_____

2. How effective was the teaching strategy (i.e. lecture, demonstration, one-on-one assistance, etc.)? Comments:	5	4	3	2	1

_____
_____
_____
_____

3. To what degree was the content appropriate for the class (the teaching techniques, skills, aesthetic concepts, safety/health, etc.)? Comments:_____	5	4	3	2	1

_____
_____
_____

4. To what level did you observe evidence of learning (as demonstrated through student production/discussion/ other indicators -observe student work, listen to comments, etc.)?	5	4	3	2	1

Comments: _____
_____
_____

5. To what degree did the faculty motivate enthusiasm (though dialogue, energy level, eye contact, body language, etc.)? Comments: _____	5	4	3	2	1

_____
_____

6. Taking into consideration the nature of the course, (i.e.: studio, art Ed, art history), please comment on specific qualities or observations not included above. Comments:	5	4	3	2	1

_____
_____
_____

Art Chair Signature: _____ Date: ___/___/_____

FACULTY PRE-EVALUATION FORM-Department of Dance

INSTRUCTOR:_____

COURSE NO. AND SECTION_____

CLASS OBJECTIVES AND GOALS

ACCOMPLISHMENTS THUS FAR IN THE SEMESTER

AREAS OF PARTICULAR ATTENTION

PERSONAL QUESTIONS AND CONCERNS

OVERVIEW OF STUDENTS

FACULTY EVALUATION FORM--Department of Dance

INSTRUCTOR:_____

COURSE NO. AND SECTION_____

EVALUATOR:_____

DATE OF EVALUATION:_____

<u>CLASS FORMAT</u>

<u>CLASS OBJECTIVES</u>

<u>ORGANIZATION</u>

<u>COMMUNICATION SKILLS</u>

<u>RELEVANCE OF MATERIAL</u>

<u>GENERAL IMPRESSIONS/SUGGESTIONS</u>

<u>EVALUATION OF SYLLABUS</u>

_____

Signature of Evaluator   Date:

_____

Signature of Faculty Member Evaluated   Date:

Original: Faculty Evaluated   Copy: Evaluator

Guidelines for Evaluation of Teaching

Department of Nursing -- College of Health Professions

I. PROFESSIONAL BEHAVIOR

Desired Outcome: The faculty member is a role model of professional behavior in interactions with students and University/agency personnel.

Critical behaviors which demonstrate achievement of the desired outcome may include but are not limited to the following:

1.   integrity and interest in the welfare of the University and/or the clinical agency.
2.   consideration of the institutional policies of the University and/or the clinical agency.
3.   courtesy and respect toward students and University/agency personnel.
4.   availability to staff/colleagues and students.
5.   personal behavior appropriate to professional setting and situation.

II. CRITICAL THINKING

Desired Outcome: The faculty member engages in teaching-learning activities which promote critical thinking.

Critical behaviors which demonstrate achievement of the desired outcome may include but are not limited to the following:

1.   clearly stated goals and objectives for selected experiences.
2.   appropriate teaching-learning methodologies to meet objectives.
3.   setting of objectives for learning experience which are consistent with course objectives, client needs, and student learning needs.
4.   promoting student reflection on and analysis of learning needs and evaluation of achievement.
5.   supportive feedback to encourage and to affirm appropriate student actions.
6.   posing of questions requiring student to analyze own learning experience.
7.   making suggestions or recommendations for improvement or continued professional growth.
8.   engagement of students in joint problem solving.
9.   facilitation of exchange of ideas between persons.

10. integration of theoretical knowledge into the practice of professional nursing.
11. facilitation of student application of nursing concepts.
12. assistance to students in anticipating potential problems/new experiences and preparing for them.
13. encouragement of students to examine experiences from diverse viewpoints and perspectives.
14. use of methodologies appropriate to learning needs of students, subject matter, and/or other contextual variables.

III. COMMUNICATION AND GROUP PROCESS

Desired Outcome: The faculty member facilitates student learning and faculty interaction through the use of appropriate communication techniques and group process skills.

Critical behaviors which demonstrate achievement of the desired outcome may include but are not limited to the following:

1. encouragement of mutual exchange between members during group interactions.
2. demonstration of respect for group members.
3. maintenance of eye contact when communicating with others.
4. avoidance of domination of conversation.
5. asking of open-ended questions.
6. avoidance of interruption of members.
7. sensitivity and concern to others during communication process.
8. supportive non-verbal communication.
9. goal-directed exchanges between persons to facilitate student learning.
10. encouragement of students to examine a variety of perspectives.
11. discernment of confusion and clarification of subject matter when necessary.
12. provision of opportunities for questioning and student input.

IV. NURSING KNOWLEDGE

Desired Outcome: The faculty member communicates relevant nursing knowledge to prepare students to function as baccalaureate level, generalist nursing practitioners.

Critical behaviors which demonstrate achievement of the desired outcome may include but are not limited to the following:

1. creation of an atmosphere conducive to learning.
2. knowledge of the profession of nursing and of the specific clinical discipline.
3. clearly stated expectations/goals for the learning experience.
4. appropriate teaching-learning methodologies to meet established goals.
5. preparation for the teaching-learning experience.
6. emphasis of significant nursing concepts.
7. enthusiasm in communicating nursing knowledge.

Faculty Evaluation of Teaching
(classroom or clinical)

Department of Nursing -- College of Health Professions

check one
  PEER EVALUATION
  FACULTY SELF ASSESSMENT

NAME   RANK

DATE   SETTING

STUDENTS
                          indicate number and class level (sophomore, junior, senior)

COURSE

TOPIC (or area of focus)

OBJECTIVES

TEACHING METHODOLOGIES USED

RATIONALE FOR SELECTION OF METHODOLOGIES

CONTEXTUAL VARIABLES IMPACTING ON LEARNING EXPERIENCE

Using the attached guidelines, comment in writing about the faculty member's performance. (Note: each guideline may not apply in every situation. The guidelines, however, serve as a guide for developing evaluative statements concerning the faculty member's performance.)

EVALUATIVE SUMMARY

_____ _____ _____
Evaluator's name and rank   signature of evaluator   date

COMMENTS OF EVALUATEE

_____

Signature of evaluatee   date

date of preconference _____   date of postconference

additional follow-up indicated
 yes
 no   if yes, date of follow-up conference

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TOWSON UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY & OCCUPATIONAL SCIENCE
Peer Evaluation of Classroom Teaching

Instructor:_____Course:_____ Date:_____Time:_____

| Class | ____UG 1st year | ____UG 2nd year | ____UG 3rd year |
| Level: | ____G 1st year | ____G 2nd year | ____G 3rd year |

Student   ___   Combined BS/MS
Cohort(s):   ___   Professional MS
                 ___   Post-Professional MS
                 ___   Doctoral

Instructor's experience with class: ___ first time taught   ____ occasional teacher
                                    ___ frequent teacher ____ team leader for course

Number of students present in class: _____

Topic:

Objectives:

Evaluation of Teaching Materials and Strategies:

Comments on Effectiveness:

Suggestions for Improvement, if any:

Overall Rating and Summary (see departmental criteria)
____Not Meritorious

____Satisfactory

____Excellent

Comments of Evaluatee:

_____
Signature and Rank of Evaluator

_____
Signature and Rank of Evaluatee

_____
Date

Peer Eval. Form 10/06

TOWSON
UNIVERSITY™
Department of English
Classroom Observation Template

Instructor's Name:
Number and Course Title:
Date of Classroom Observation:
Number of students enrolled _____ in attendance _____:

Type of class:

☐ Class Discussion
☐ Student Presentations
☐ Group work
☐ Lecture
☐ Writing Workshops
☐ Seminar
☐ Other (please describe below)

Pedagogy

1. Knowledge of the subject:

               Excellent   Good   Needs Improvement

Comments:

2. Organization of the class: Identifying a central purpose, holding to it, integrating questions and answers into it, clarifying major points in it, managing time, etc.

               Excellent   Good   Needs Improvement

Comments:

3. Teaching strategy: E.g., classroom manner, classroom presence, innovation, ability to guide a discussion or workshop, responsiveness to student input, clarity, etc.

Excellent   Good   Needs Improvement

Comments:

4. Academic Rigor: To what degree did the classroom activities and reading and writing assignments meet the intellectual expectations of a course at this level? To what degree did the faculty member encourage critical thinking and careful reasoning?

Excellent   Good   Needs Improvement

Comments:

5. Student Engagement: To what degree did the faculty member encourage student engagement and enthusiasm (through dialogue, energy level, eye contact, calling upon students by name, etc.)?

Excellent   Good   Needs Improvement

Comments:

Syllabus-Required Information

According to the Faculty Handbook, the following information is required on all syllabi. Check all that apply.
- ☐ Course name and number
- ☐ Instructor information(name, email address, telephone and office numbers)
- ☐ Text[s] required including bibliographic information
- ☐ Brief description of course content
- ☐ Learning Outcomes Statement
- ☐ Assignments and requirements
- ☐ Grading procedures
- ☐ Attendance policy (including lateness)
- ☐ Plagiarism policy
- ☐ Policy for students with special needs
- ☐ Statement that the course can be repeated only once without permission of the Academic Standards Committee.
- ☐ A week-by-week or session-by-session calendar

Syllabus-Supplemental Information

Other information (Check all that apply):
- ☐ Classroom conduct policy
- ☐ Cellphone and laptop policies
- ☐ Test make-up policy
- ☐ Other—Include and/or comment on any information that you found particularly effective in communicating expectations and requirements.

Marking and Grading

Collect three samples of a graded assignment that the students have completed as part of this course. The instructor should choose three that demonstrate a range of quality.

Type of commentary on assignments:
- ☐ Written comments
- ☐ One-on-one conferences
- ☐ Detailed instructions for peer critiques and responses

Additional comments and observations.

6. Clarity and thoroughness of the comments

                Excellent   Good   Needs improvement

7. Grading Standards

    Too high   Satisfactory   Too low

Attach the syllabus and any additional materials supplied by the instructor (written assignments, handouts, etc.)

Conference with Instructor

The observation process and form are meant to serve both an evaluative and a mentoring purpose. The post-observation conference should be a dialogue between observer and the observed faculty member. Comment on your post-observation conference with the instructor. When did you meet? Briefly list any relevant information that came up in your discussions with the instructor.

Observer's Signature   _____

Instructor's Signature   _____

Date Completed and Submitted to the Department   _____

TOWSON
UNIVERSITY

Department of English
Online/Hybrid Evaluation Template

Instructor's Name:
Number and Course Title:
Date of Evaluation:
Number of students enrolled _____ Combined course site? _____Number of sections_____.

Type of class:

☐ Online
☐ Hybrid (Percent online_____)

Consider using the regular evaluation form if a classroom session is being observed and this form as a supplement to evaluate online material.

1. Evaluation of Blackboard course site (or other online learning method) for clear organization, ease of navigation, consistent design, availability of course documents.

Excellent   Good   Needs Improvement

Comments:

2. Evaluation of assignment or learning module:

a. Clarity of guidelines, expectations, due date, and method of submission.

Excellent   Good   Needs Improvement

Comments:

b. Academic Rigor: To what degree did the assignment meet the intellectual expectations of a course at this level? To what degree did the assignment encourage critical thinking and careful reasoning?

Excellent   Good   Needs Improvement

Comments:

c. Communication: To what degree did the faculty member offer assistance on the assignment, beyond the assignment sheet (video, PowerPoint, supplemental materials, additional meetings, chat sessions, phone calls, Skype, Instant Messenger)

Excellent   Good   Needs Improvement

Comments:

Syllabus-Required Information

According to the Faculty Handbook, the following information is required on all syllabi. Check all that apply.
- ☐ Course name and number
- ☐ Instructor information (name, email address, telephone and office numbers)
- ☐ Text[s] required including bibliographic information
- ☐ Brief description of course content
- ☐ Learning Outcomes Statement
- ☐ Assignments and requirements
- ☐ Grading procedures
- ☐ Attendance policy (noting relationship to online activity)
- ☐ Plagiarism policy
- ☐ Policy for students with special needs
- ☐ Statement that the course can be repeated only once without permission of the Academic Standards Committee.
- ☐ A week-by-week or session-by-session calendar

Syllabus-Supplemental Information

Other information (Check all that apply):
- ☐ Internet connectivity issues
- ☐ Hardware and software requirements
- ☐ Alternative communication methods
- ☐ Online and campus resources
- ☐ Test make-up policy
- ☐ Other—Include and/or comment on any information that you found particularly effective in communicating expectations and requirements

Marking and Grading

Collect three samples of a graded assignment that the students have completed as part of this course. The instructor should choose three that demonstrate a range of quality.

Type of commentary on assignments:
- ☐ Written comments
- ☐ One-on-one conferences in person/by phone, Blackboard chat, Instant Messenger, Skype, or other method
- ☐ Detailed instructions for peer critiques and responses

Additional comments and observations.

6. Clarity and thoroughness of the comments.

                Excellent   Good   Needs improvement

7. Grading Standards

    Too high   Satisfactory   Too low

Attach the syllabus and any additional materials supplied by the instructor (written assignments, handouts, etc.)

Conference with Instructor

The observation process and form are meant to serve both an evaluative and a mentoring purpose. The post-observation conference should be a dialogue between observer and the observed faculty member. Comment on your post-observation conference with the instructor. When did you meet? Briefly list any relevant information that came up in your discussions with the instructor.

Observer's Signature   _____

Instructor's Signature   _____

Date Completed and Submitted to the Department   _____

Department of Family Studies and Community Development
PEER VISITATION REPORT

Faculty Member Visited: _____

Visited By: _____   **Date:** _____

Course Title and Number: _____

Please provide written comments in the space below. Be complete and concise.

I.   **Course Content:** Evaluate the syllabus, examinations, instructor knowledge, ability to illuminate difficult points, and instructor ability to handle questions from the class.

II.   **Pedagogy:** Evaluate the teaching methods in the area of aids, techniques, and teaching method relative to other courses, and other sections of the same course.

III.   **Class Conduct:** Evaluate the level of participation, interest, preparedness, and general class reaction to the teaching process.

Signed:_____Evaluator

Signed: (Read and Understood)_____Instructor

DEPARTMENT OF PHYSICS, ASTRONOMY & GEOSCIENCES
CLASSROOM VISITATION REPORT

Evaluation of teaching by faculty colleagues is intended to promote improvement of teaching as well as to gather evidence of teaching effectiveness. The following guidelines should be considered when planning and participating in this process.

1. The date of the visit shall be arranged at least one week in advance of the class period.

2. All visits will be conducted by members of the PDTC. Two faculty members if possible will visit a class period together.

3. The visited and visiting faculty members will meet at least one day prior to the class period so that the visited member may discuss philosophy and objectives for the course and provide a syllabus, etc., to any visitor.

4. Within one week after the visit, an open and professional post-visit conference will be held to discuss the observations made by the visiting faculty members. At this time each visitors proposed Report (see below) will be discussed.

5. Within two weeks after the visit, each visiting faculty member will have completed and placed the Classroom Visitation Report, signed by both visitor and visited, into the visited P&T folder. The visited faculty member (and mentor, if any) will also receive a copy of this report.

VISITED FACULTY MEMBER _____

VISITING FACULTY MEMBER _____

DATE VISITED FACULTY MEMBER WAS INFORMED OF VISIT _____

DATE OF CLASSROOM VISITATION _____

COURSE_____

TOPIC BEING TAUGHT _____

DATE AND BRIEF SUMMARY OF PRE-VISIT MEETING:

SPECIAL TECHNIQUES EMPLOYED *(demonstrations, videos, etc):*

GENERAL OBSERVATIONS: *(Note especially efforts to engage students through questions, small group discussions, brief presentations, etc.)*

STUDENT RESPONSE:

SUGGESTIONS FOR IMPROVEMENT:

DATE OF POST-VISITATION CONFERENCE: _____

SUMMARY (BY VISITOR) OF POST-VISITATION CONFERENCE:

COMMENTS BY VISITED FACULTY MEMBER:

SIGNATURE OF VISITING FACULTY: _____

SIGNATURE OF VISITED FACULTY: _____

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