Four Secrets of How to Evaluate Teaching

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FCTE Professional-Development Series
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The Four Secrets

Good teaching practices share **7 core elements**.
Know when to do **formative** and **summative** evaluation.
Much of what we observe **isn't** actually teaching.
Draw a clear line about **e-mail**, **Blackboard** interactions.

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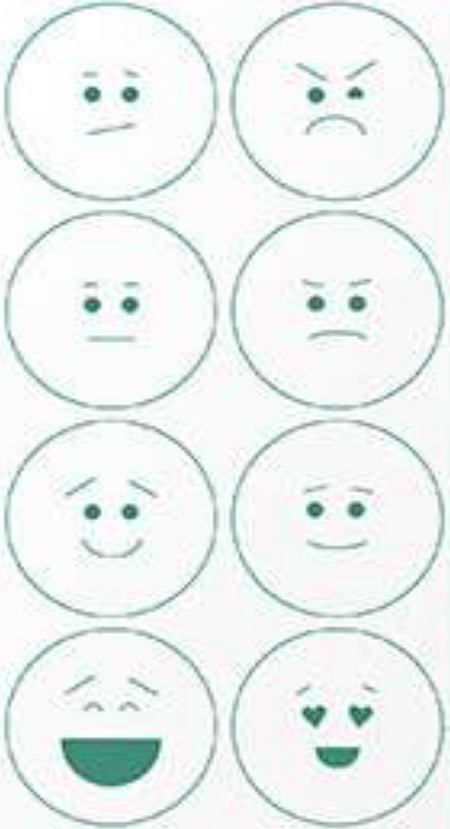
M&D EzScore 1000™ TEACHING EFFECTIVENESS SURVEY

FEED THIS DIRECTION



PT.1 OVERALL INSTRUCTOR RATING

INSTRUCTOR INFORMATION

INSTRUCTOR

COURSE

CLASS ID

SECTION

DIRECTIONS

1. HB PENCILS ONLY
2. FILL IN COMPLETELY
3. ERASE THOROUGHLY

M&D-SURVEY
JAN.11-035

YEAR

STUDENT NAME

MAJOR

SHEET 1 of 48 No. 001685

01	A	B	C	D		13	A	B	C	D	
02	A	B	C	D		14	A	B	C	D	
03	A	B	C	D		15	A	B	C	D	
04	A	B	C	D		16	A	B	C	D	
05	A	B	C	D		17	A	B	C	D	
06	A	B	C	D		18	A	B	C	D	
07	A	B	C	D		19	A	B	C	D	
08	A	B	C	D		20	A	B	C	D	
09	A	B	C	D		21	A	B	C	D	
10	A	B	C	D		22	A	B	C	D	
11	A	B	C	D		23	A	B	C	D	
12	A	B	C	D		24	A	B	C	D	

PT.2 GENERAL

PT.4 SUPPLEMENTARY QUESTIONS /6

LONG-WINDED
SLEEP INDUCING
MONOTONE/MUMBLES
TOO "POLITICAL"
BEAUTIFUL VOICE
ARCANE RAMBLINGS

PT.2 ANNOYING QUIRKS (SPEECH)

SPEECH DISFLUENCIES:

UM… UH… ER… OTHER

PT.5 GRADING

EASY HARD

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54

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What Do You Look For?

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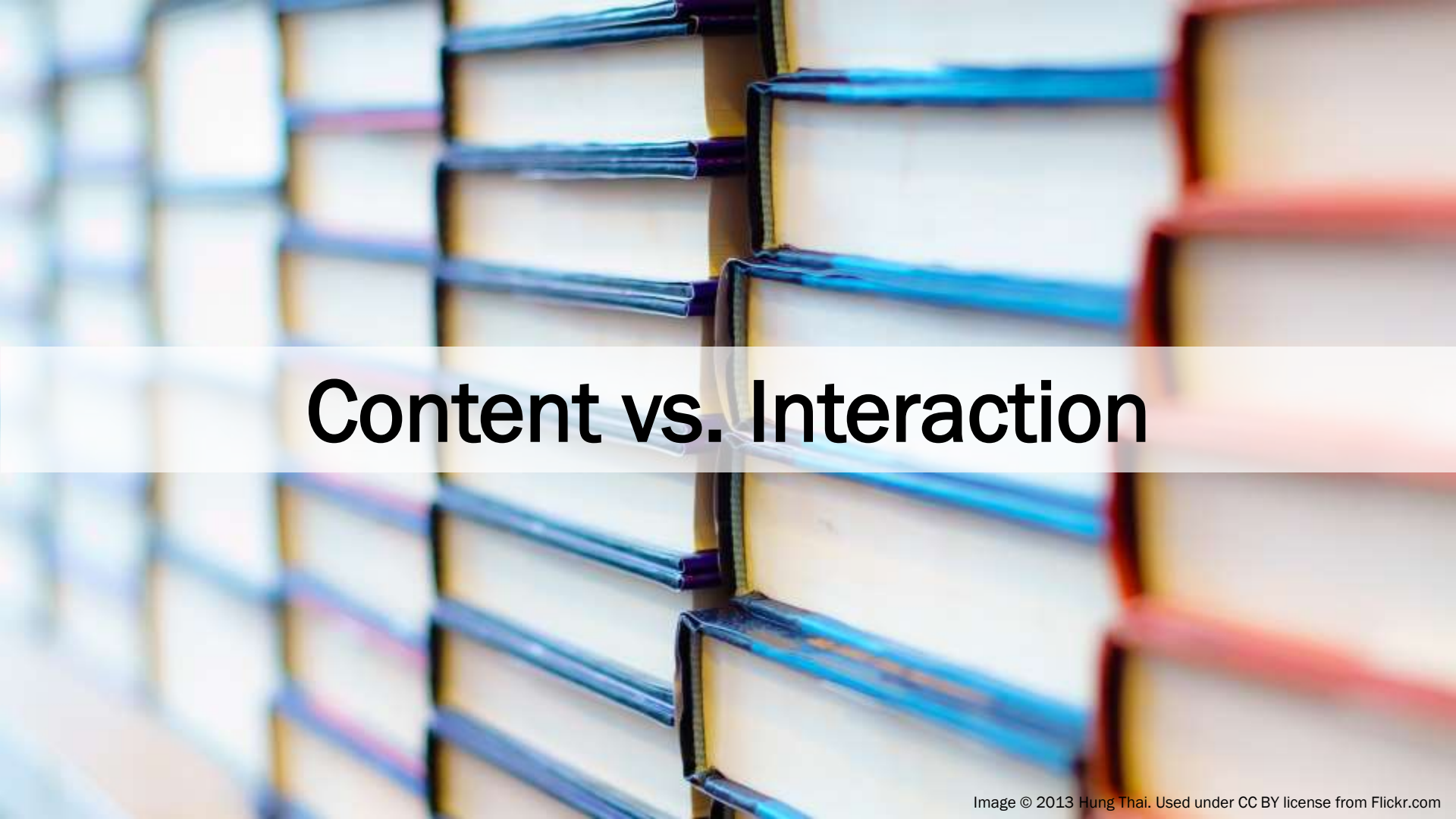
Content vs. Interaction



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“In any evaluation, it is essential to establish acceptable **criteria** for measuring performance, but there are no universal **measures** of performance.”

(Bergquist and Phillips 1977, p. 290)

1. Encourage student-faculty **contact**.
2. Develop student **reciprocity** & **cooperation**.
3. Use **active** learning techniques.
4. Give **prompt** feedback.
5. Emphasize **time**-on-task.
6. Communicate high **expectations**.
7. Respect **diverse** ways of learning.

Chickering & Gamson (1986); Chickering & Ehrmann (1996)

Secret 1: 7 Principles

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Observation Rubric

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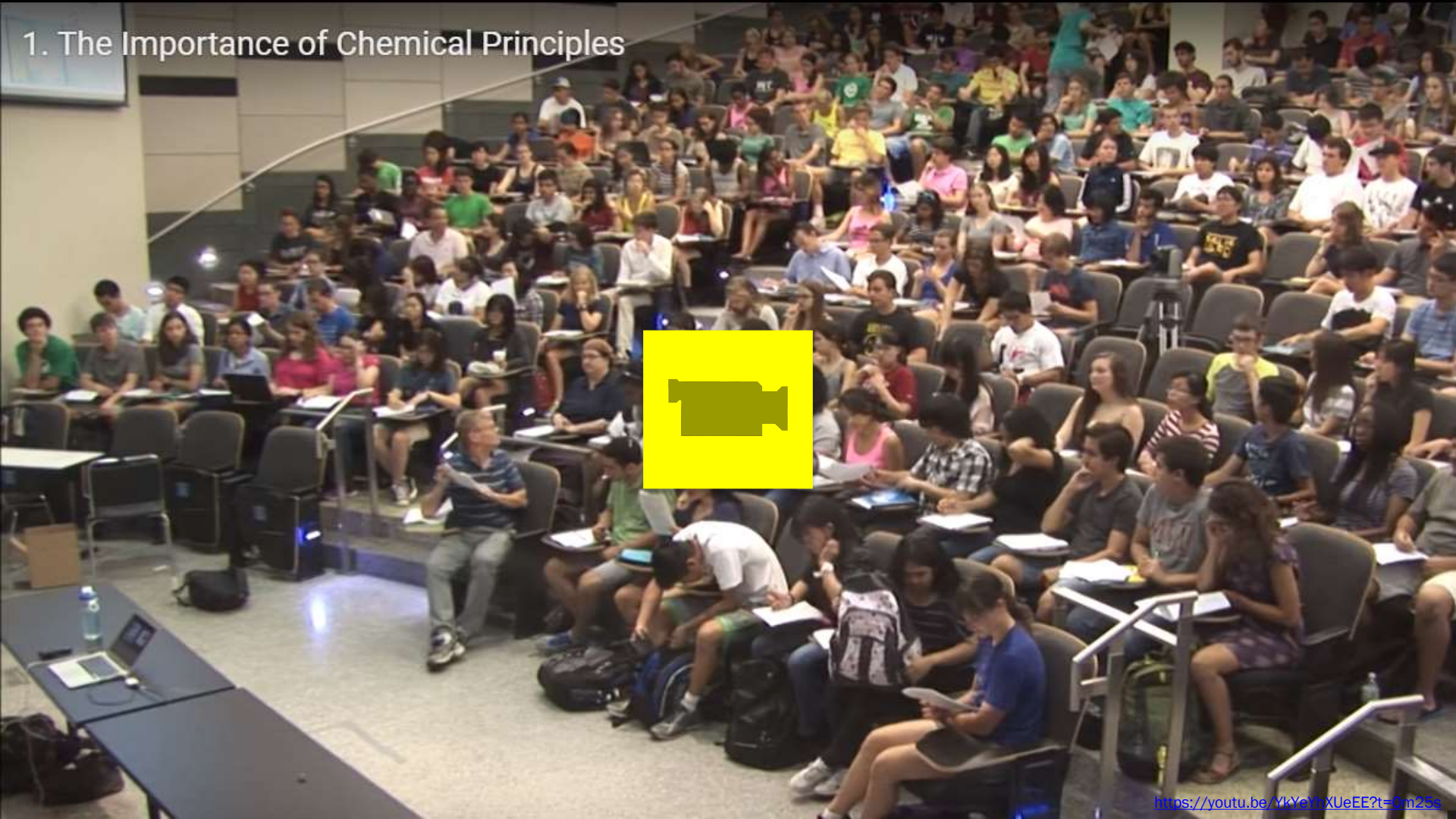
1. The Importance of Chemical Principles



https://youtu.be/YkYeYbXUeEE?t=0m25s

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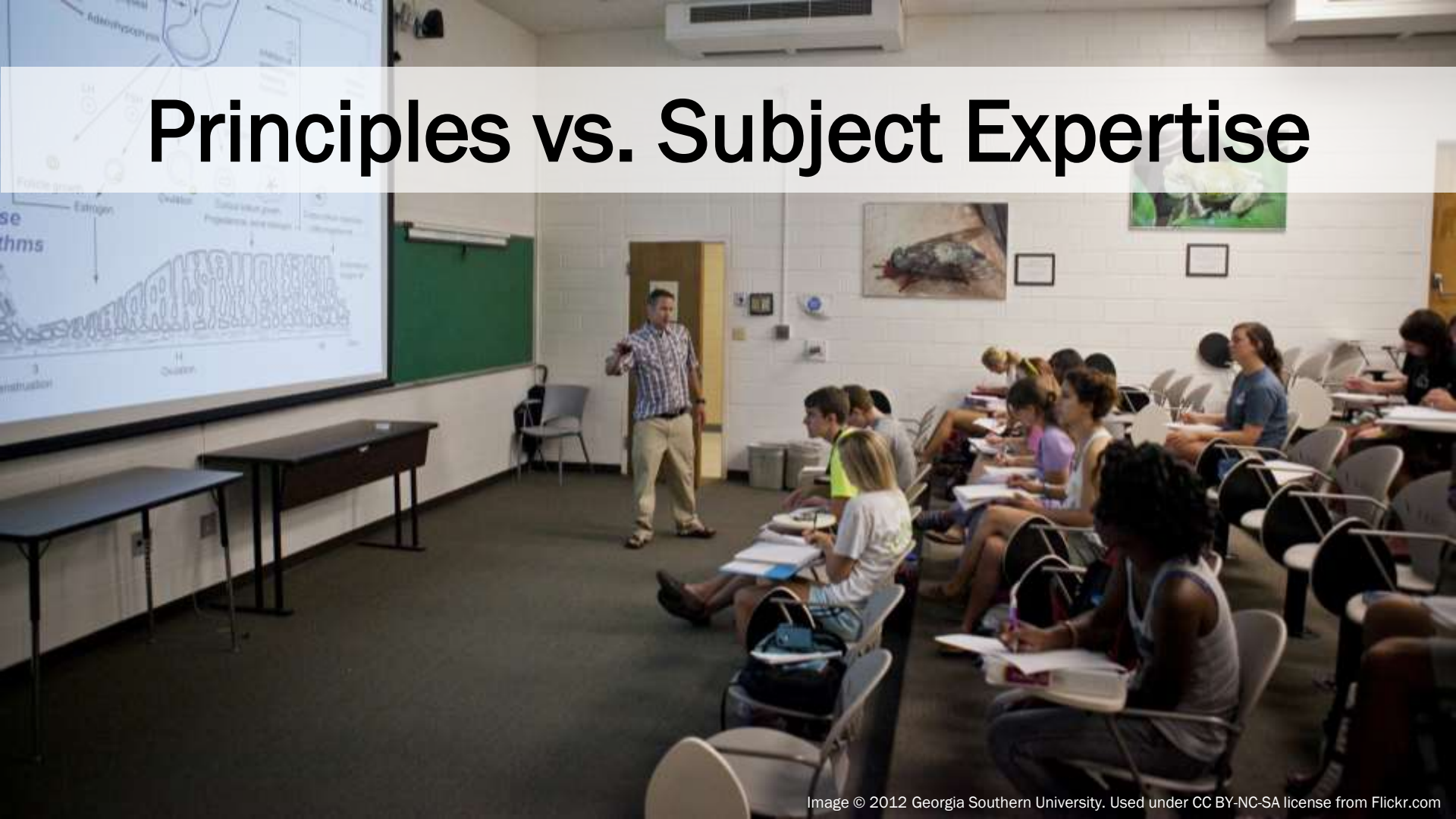
Principles vs. Subject Expertise



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Good, Better, Best

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Take-Aways

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Break #1

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