

Evaluation of Faculty Teaching: Methods of Evaluation

Faculty Self-evaluation of Teaching

Section II. Evaluation Rubrics

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Faculty Self-Evaluation of Teaching Rubric 1

Name _____

Date _____

Department _____

5 = Highest

4

3 = Satisfactory

2

1 = Lowest

N/A = Not Applicable

Criteria	5	4	3	2	1	N/A
Were the major objectives of your course made clear to your students?						
Were class presentations well-planned and executed?						
Were classroom examinations appropriate to course objectives.						
Were suitable instructional materials used?						
Did your classroom presentation arouse student interest and enthusiasm?						
Did you encourage your students to ask for your help without hesitation?						
Did you use class time well?						
Were difficult topics explained clearly?						
How do you judge your mastery of the course content?						
Considering your answers to the previous questions, how do you rate your overall teaching performance?						

Seldin, Peter. Changing Practices in Evaluating Teaching. Bolton, MA: Anker, 1999.

Self Evaluation of Teaching Methods and Effectiveness Rubric 2

(To be submitted by each member of the teaching faculty at the close of the Spring Semester and at the time he or she is being considered for promotion or tenure. The 12 months immediately before the date submitted are the period to be covered.)

Name of faculty member _____ Date _____

Courses Taught

Course	Title	Number of Students

INSTRUCTIONS: on the scale to the right of each statement, check the letter representing the degree of practice as explained below. If the item is appropriate for some courses and not for others, consider the courses for which appropriate and note courses to which item is inapplicable on the back of this sheet. Make any other explanatory notes you consider necessary on the back of the sheet.

SCALE:

- A – To maximum degree practicable.
- B – To a significant degree.
- C – To some extent.
- D – No.
- E – Not applicable to courses.

EFFORTS TO INCREASE TEACHING EFFECTIVENESS:

		A	B	C	D	E
1	I studied the results of the Student Course Evaluations for the purpose of improvement.					
2	I read books or articles on instructional techniques or innovative methods.					
3	I discussed instructional techniques or innovative methods with my colleagues.					
4	I endeavored to make my courses more interesting and effective.					

EFFORTS TO INSURE THAT COURSE CONTENT IS CURRENT AND COMPREHENSIVE:

		A	B	C	D	E
5	I reviewed recent publications in my field.					

6	I discussed course content with colleagues at other colleges.					
7	I attended professional meetings.					
8	I coordinated course content with teachers of related courses.					
9	In multi-section courses, I followed the departmental syllabus.					

EFFORTS TO PLAN, DESIGN, OR REDESIGN THE COURSES:

		A	B	C	D	E
10	I published and distributed to each student the course objectives and syllabi.					
11	I made available to students an outside reading list or list of publications.					
12	I covered the knowledge points or skills necessary for students to progress to courses for which my courses were prerequisites.					
13	I followed my course syllabi.					

EFFORTS TO INCREASE STUDENT INTEREST AND PARTICIPATION:

		A	B	C	D	E
14	I attempted to effect student participation and involvement.					
15	I related the course contents to the students' perceived needs.					
16	I utilized instructional aids such as films, slides, transparencies, charts, TV, audiotapes, and models.					
17	I utilized such techniques as field trips, guest speakers, case studies, and panel discussions to increase student interest and to improve learning.					

EFFORTS TO EVALUATE INSTRUCTIONAL EFFECTIVENESS AND TO BRING STUDENT PERFORMANCE TO STANDARDS:

		A	B	C	D	E
18	I devised and used throughout the courses methods to determine the progress students were making toward course objectives.					
19	I kept each student informed throughout the courses of the degree to which he or she was doing satisfactory work.					
20	I held personal conferences to individualize instruction.					
21	I required students to redo unsatisfactory work.					
22	I offered extra instruction to weaker students.					
23	I made a conscientious effort to bring weaker students' performance up to standard before I awarded them an unsatisfactory grade.					

RESULTS OF MY INSTRUCTIONAL EFFORTS:

		A	B	C	D	E
24	Course objectives were accomplished.					
25	I increased student interest in the field.					

26	I attempted to engender an attitude appropriate for the student to successfully and meaningfully recognize the challenges of the world around him or her.					
27	I attempted to improve each student's written and oral communication skills.					
28	I consider that the methods used increased the analytical skills of students and their ability to be innovative and imaginative.					

Signature of Faculty Member _____

State University of West Georgia

Faculty Self-Evaluation of Teaching Narrative Evaluation

Name _____

Date _____

Department _____

1. In which area of your teaching discipline do you consider yourself strongest?
2. What is your greatest strength as a teacher? Your greatest weakness?
3. What was your most important accomplishment as a teacher in the past year?
4. Compared to others in your department, how do you assess that accomplishment?
5. How would you describe the atmosphere in your classroom?
6. What has been your greatest shortcoming as a teacher over the past three years?
7. What actions have you taken to improve your teaching?
8. Compared to others in your department, how do you assess your overall teaching performance?
ON what do you base your assessment?

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Self-Evaluation of Teaching, Course Goals, and Feedback

Teaching

1. How satisfied am I with my teaching?
2. What are the strong points of my teaching? Weak points?
3. What would I change if I taught this class or lab again?
4. What did I find most interesting about this teaching experience? Most frustrating?
5. Other comments?

Course Goals

6. What were my course goals and teaching objectives and why were these selected?
7. How well did I meet these goals and objectives?
8. What particular problems, if any, did I encounter in attempting to meet these goals and objectives?
9. What trends are there currently in my field that will lead to revision in my goals and objectives for this course?

Course Feedback

10. After working with the materials, what do I now think of the assignments, examinations, readings, labs or special projects listed on the syllabus?
11. How effective was my feedback to students on their exams and graded materials?
12. Which course activities placed special demand on my time (e.g., field trips, oral examinations, student projects or labs, use of technology)?
13. How might I want to revise or expand the forms of feedback I requested from my students?
14. What do I think of the student evaluations of the course? Which comments do I feel should lead to revisions of the course syllabus?

University of Missouri, Program for Teaching Excellence

Reflection Questions

Designing for Learning

1. What do you do to inform students of course/subject requirements and to help them to understand the reasons for them?
2. When you can, do you find out about students' expectations of your subject and use this information to adapt your curriculum?
3. How do you build upon students' life experience in your subject and in your teaching?
4. Do you ensure that there is consistency between your subject objectives, the ways you teach, and the ways you assess?
5. What opportunities do you give students to choose aspects of course work or assessment which are relevant to their interests and experience?
6. How do you encourage students to make effective use of libraries and other learning resources?
7. Do you take note of the gender, ethnicity, and other characteristics of students in your classes and respond to their learning needs?

Relating to Students

8. How do you indicate to students that you respect their values and beliefs without necessarily accepting those values and beliefs?
9. In what ways do you assist students to reflect on the values they hold and to develop ethically?
10. What do you do to encourage students to become aware of the potential for learning from each other and of the benefits of working in groups?
11. In what ways do you provide personal assistance to students, and/or refer them to the range of resources and agencies which are available to assist them?

Teaching for Learning

12. How do you show students your enthusiasm in the subject?
13. Do you make a conscious effort to be an effective role model for thinking and practice in your profession or discipline?
14. What approaches do you use to induct students into research and other forms of active scholarly involvement?
15. What steps do you take to extend the range of learning activities that you draw upon in your teaching?
16. How do you allow for students preferring to learn and participate in different ways?
17. What approaches do you use to help students to reflect upon their own learning intentions, behavior, and practice, and to develop effective skills for lifelong learning?
18. What strategies do you adopt to help students look critically at accepted knowledge and practice in your discipline or profession?
19. What work do you include to make explicit the forms of thinking and writing in our discipline, and to help students develop competence in these?
20. How do you frame questions to help students learn effectively?
21. How do you encourage questions from students and respond in a way that facilitates their learning?

22. How do you check that your explanations are clear to students?
23. How do you respond when students indicate difficulties with content, pace, emphasis, or style?
24. If necessary, how do you find out about the causes of disruptive behavior and remedy them?

Assessing and Giving Feedback

25. How do you help students develop habits of routinely assessing their own work?
26. What strategies do you use to provide immediate feedback to students to help them improve their performance?
27. Do you identify for students the specific strengths and weaknesses of their performance and offer precise feedback about how to improve?
28. In what ways do you ensure that your assessment methods accurately assess the learning outcomes you intend?

Evaluating Teaching

29. What forms of information about your teaching and your subjects do you collect on a regular basis?
30. How do you change your approaches to teaching and/or your design of your subject in light of the information obtained?
31. How do you find out about the approaches students take to their learning and the ways your teaching and/or your subject design affects that approach?
32. How do you use the information obtained from student assignment and examination work in evaluating your teaching and/or your subject?

Developing Professionally

33. What do you do to keep your expertise in your own field up to date?
34. How do you stay in touch with developments in teaching in your own discipline or profession?
35. What opportunities do you make to discuss aspects of learning and teaching with colleagues?
36. What opportunities do you make to receive feedback on your teaching from colleagues?
37. How do you go about developing your skills and expertise as a teacher?
38. What strategies do you employ to reflect upon your teaching practices and identify areas for development?
39. Do you participate in seminars, courses, or conferences which focus on learning or teaching?
40. What reading or what research related to teaching and learning do you do?
41. In what ways do you ensure that your more junior colleagues receive your help and support?

Influencing the Context of Your Institution

42. What opportunities do you create to discuss with students the wider conditions that affect their learning?
43. In what ways do you contribute to decision-making processes in your institution in order to enhance learning and teaching?
44. In what ways do you maintain and develop communication with your colleagues who teach related subjects in your department/division?
45. How do you ensure that your institution is using a comprehensive approach to teaching achievement for the purposes of tenure, promotion, and developmental review?

46. Do you make use of your professional association to raise issues of curriculum concern for the discipline?
47. In what ways do you maintain your familiarity with national or local policy directions, monitor effects on teaching and learning, and voice your concerns in appropriate forums?

Higher Education Research and Development Society of Australia

Reflection after Teaching

1. Did you depart from anything you planned for today? If so, why?
2. Has anything that happened during this lesson influenced your evaluation plan? If so, how and why?
3. To what extent did the students learn what was intended? How do you know?
4. In what ways were your teaching methods effective? How do you know?
5. In what ways were your activities ineffective? How do you know?
6. In what ways were the instructional materials effective? How do you know?
7. How did any special considerations of accommodations affect the lessons?
8. Identify how an individual or group of students who had difficulty with today's lesson. How do you account for this performance? How will you help this (these) student(s) achieve the learning objectives?
9. Identify an individual or group of students who did especially well in this lesson today. How do you account for this performance?
10. If you were going to teach this lesson again to the same group of students, what would you do differently? Why? What would you do the same? Why?
11. Based on what happened in this lesson, what do you plan to teach next to this class? Be sure to explain how you will use information from this evaluation in future lesson planning.

University of Florida College of Education