

Evaluating: Assessing and Enhancing Teaching Quality Teaching Practicum

I. Student Evaluations of Teaching

- A. Reliability of Student Evaluations of Teaching (SETs)
- B. The Structure of SETs
 - a. Organization
 - b. Group interaction
 - c. Breadth of coverage
 - d. Learning/value of the course
 - e. Rapport
 - f. Grading
 - g. Enthusiasm
 - h. Workload/difficulty
 - i. Assignments/readings
- C. Construct Validity of SETs
- D. Bias in SETs – discipline, class size, age, administration procedure, elective/required, course level
- E. Negative Effects of SETs – faculty morale, grade inflation
- F. Controversies and Convergences

II. Improving the Evaluation Process

- A. Improving Formative Assessments
 - a. Student rating scales
 - b. Open-ended verbal descriptions
 - c. Individual and group feedback
 - d. Classroom assessment techniques (see Table 8.3 on p. 276)
 - e. Collaboration with colleagues
- B. Improving Summative Assessment
 - a. Classroom teaching
 - b. The quality of instructional and evaluative materials
 - c. The academic quality of the course
 - d. The quantity and quality of nonclassroom teaching activities
 - e. Overall contributions to the discipline's educational mission