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