Classroom Assessment:
Formative Strategies

Learning Exchange Networks:
A Faculty Development Program of the League for Innovation in the Community College.
Preface

LENs is a comprehensive faculty development program developed by staff from three League for Innovation colleges—Humber College, Johnson County Community College, and the Dallas County Community College District. The development team conducted several pilot programs to test and modify the materials. Faculty and staff from twenty League campuses experienced and assessed the modules and workshop curriculum, as well as the supporting ancillaries and media. Almost three years in development, and many versions later, LENs is now available electronically to any school wishing to enrich its faculty and enhance the learning of its students.

Because LENs is available electronically, on-site and on-demand publishing provide instant access, low cost, and no obsolescence. The modular approach to the principal topics and the flex-menu structure of the workshops provide the freedom to custom design any style program for your campus.

LENs was created by teachers for teachers—new to your campus, experienced classroom teachers, adjunct faculty, and many other audiences. In all cases, LENs honors the experience and creativity of its audience. We believe teachers exchanging ideas, challenges and innovative solutions not only puts these teachers at the center of the learning process but also creates an enduring network of support and collegiality. Hence, the acronym LENs.

The flexibility of LENs provides for numerous modes of delivery and a wide range of scheduling arrangements. Clearly, “trying to be all things to all people” is difficult and dangerous. Difficult because every aspect of our audience is so diverse, community college programs are so comprehensive, and teaching and learning are noble but extremely complex ventures. Dangerous because we had to provide depth within economy and avoid prescription while describing “best practices.” We hope we have succeeded.

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## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>The Self-Study Guide</td>
<td>2</td>
</tr>
<tr>
<td>The Workshop</td>
<td>2</td>
</tr>
<tr>
<td>Rationale</td>
<td>2</td>
</tr>
<tr>
<td>Accountability</td>
<td>2</td>
</tr>
<tr>
<td>Equity</td>
<td>3</td>
</tr>
<tr>
<td>Access</td>
<td>3</td>
</tr>
<tr>
<td>Quality</td>
<td>3</td>
</tr>
<tr>
<td>Goals</td>
<td>4</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>Unit 1: The Assessment/Evaluation Matrix</td>
<td></td>
</tr>
<tr>
<td>Competencies</td>
<td>7</td>
</tr>
<tr>
<td>Introduction: Terminology</td>
<td>8</td>
</tr>
<tr>
<td>The Matrix</td>
<td>9</td>
</tr>
<tr>
<td>A Brief History of Assessment/Evaluation</td>
<td>11</td>
</tr>
<tr>
<td>Personal Reflection and Workshop Preparation</td>
<td>12</td>
</tr>
<tr>
<td>Unit 2: Assessment and the Taxonomy of Teaching</td>
<td></td>
</tr>
<tr>
<td>Competencies</td>
<td>15</td>
</tr>
<tr>
<td>Cognitive Assessment Factors</td>
<td>16</td>
</tr>
<tr>
<td>Psychomotor Assessment Factors</td>
<td>17</td>
</tr>
<tr>
<td>Affective Assessment Factors</td>
<td>18</td>
</tr>
<tr>
<td>Personal Reflection and Workshop Preparation</td>
<td>20</td>
</tr>
<tr>
<td>Unit 3: Assessment of Teaching and Learning: Classroom Research</td>
<td></td>
</tr>
<tr>
<td>Competencies</td>
<td>23</td>
</tr>
<tr>
<td>Classroom Research: Student Feedback</td>
<td>25</td>
</tr>
<tr>
<td>The Minute Paper</td>
<td>25</td>
</tr>
<tr>
<td>Informal Surveys</td>
<td>26</td>
</tr>
<tr>
<td>Trial Quizzes and Mock Exams</td>
<td>28</td>
</tr>
<tr>
<td>Learning Logs and Journals</td>
<td>28</td>
</tr>
<tr>
<td>The Next Step</td>
<td>29</td>
</tr>
<tr>
<td>Classroom Research: Peer Review</td>
<td>30</td>
</tr>
<tr>
<td>Classroom Research: Reflective Inquiry</td>
<td>31</td>
</tr>
<tr>
<td>Rationale</td>
<td>31</td>
</tr>
<tr>
<td>Description</td>
<td>32</td>
</tr>
<tr>
<td>Topics</td>
<td>33</td>
</tr>
<tr>
<td>Personal Reflection and Workshop Preparation</td>
<td>35</td>
</tr>
</tbody>
</table>
Introduction

All through the LENs modules, the single most consistent theme we have tried to emphasize is the importance of developing learning outcomes for the courses we teach and communicating them to students clearly and consistently. Learning outcomes answer the questions “Where are we going?” and “What will we have achieved when we reach our goal?” They help students, teachers, advisory boards, administrators and employers determine what knowledge, behaviors and attitudes learners can be expected to achieve at the end of the course of instruction. (See Module 2, Developing Learning Outcomes and Competencies.)

One question remains: “How will we know when we have arrived?” Unit 1 of Module 5 explores the relationship and differences between assessment and evaluation, preparing the reader for an in-depth discussion of assessment as a critical element in ensuring quality in your teaching and success for your students. Units 2, 3, and 4 develop specific assessment strategies and their application. Unit 5 presents advice and strategies for analyzing the assessment data and interpreting the results.

Throughout the module, we have tried to emphasize the need for both teacher and students to know how well learning is progressing . . . and why. If students are to become life-long learners, their own metacognition—the learners' awareness, understanding and control of their own learning process—is crucial. If teachers are to improve, modify or otherwise adjust their teaching, they need to know—long before the big exam or the final course grade—how well (and why) their professional efforts are affecting student learning. Evaluating assignments, tests and semester projects, as well as determining course grades, is the subject of Module 6, Instructional Evaluation: Summative Strategies.
The Self-Study Guide

This guide is designed to cover the complex and broad subject of assessment, effectively yet efficiently. Many resources exist that explore assessment, none better than the work of Thomas A. Angelo and K. Patricia Cross. For that reason we have made several references to Classroom Assessment Techniques (1993) and strongly encourage the reader to review their work. Another unusual feature of Module 5 is the inclusion of all of the documentation (with sample responses as models) of a Peer Review program, which we have placed in the Appendix.

The Workshop

A workshop series has been designed to support the ideas and strategies presented in this module. You'll have a chance to explore opportunities for assessing teaching and learning in your own courses and develop specific strategies you plan to apply. In an atmosphere of free and open exchange of ideas and points of view, you and your colleagues will discuss, critique, invent, ponder and develop actual assessment activities.

The workshop is guided by one or more of your colleagues who will act as facilitators of the process rather than "teach" the content. The success of the process will depend on your preparation, participation, openness and enthusiasm.

Rationale

There isn't much encouragement for experimental education these days, nor for retaining unexamined instructional practices. Just because a teaching technique is popular or is successful in one educational curriculum doesn't mean students are learning. Yes, we are asked to innovate, but do we know why revision of teaching and learning (radical or otherwise) is the right move? So our rationale for this module is to have a rationale for what you and your students are doing. Assessment provides that rationale.

Accountability

More and more, evaluation standards are being clarified, formalized and applied—for both students and teachers. The trend is both obvious and challenging. Nothing can ensure high evaluations at the conclusion of a course more than frequent, ongoing assessment and equally frequent, ongoing adjustments of teaching and learning.
Equity

No two classes, students or semesters are the same. Assessment seeks to provide the same quality of learning in spite of these differences, not standardize the experience.

Access

Increasing numbers of learners move between college, work and other studies, which creates significant differences in background, attitudes and skill. Assessment helps students and teachers identify these differences and accommodate them. Assessment also helps identify deficiencies in essential knowledge, behaviors and attitudes that, if addressed, improve a student’s access to the teaching and learning activities planned for the course. Indeed, because assessment emphasizes the student’s learning style and process, access to life-long learning opportunities is improved.

Quality

More than anything, ongoing assessment is the crucial component of quality assurance. Long before the evaluations resulting in course grades and annual teacher performance reviews, weaknesses can be addressed and strengths reinforced. Results can be formed, not just summed up!
Goals

This study guide will assist you to:

1. Ensure high quality teaching and learning through ongoing assessment.


3. Design, adapt, modify or extend your repertoire of assessment strategies.

4. Reflect on, assess and modify existing instructional practices to improve student performance and mastery.

5. Give and receive help in the development process as you share your knowledge, experience and skills with your colleagues.

6. Prepare for and participate in the follow-up workshops.

Learning Outcomes

Upon successful completion of this module, you should be able to:

1. Compare and contrast assessment and evaluation.

2. Apply the taxonomies of the three domains of learning to teaching.

3. Describe the three components of classroom research, explaining how they complement one another.

4. Select and apply basic classroom assessment techniques (CATs) to gain formative feedback from students.

5. Research, select and apply more formal CATs.

6. Apply selected informal components of peer review (or prepare to participate in a complete, formal program).

7. Develop and implement a personal program of reflective inquiry as an assessment tool.


9. Analyze and interpret assessment results.
UNIT 1

The Assessment/Evaluation Matrix
Unit 1: **The Assessment/Evaluation Matrix**

Defining the differences between Assessment and Evaluation provides a foundation upon which we can identify unique goals and specific strategies for each of these terms. Although the focus of Module 5 is Assessment, including Evaluation in the matrix provides perspective and a rationale for dealing with each in separate modules.

**Unit Competencies**

Upon completion of Unit 1, you should be able to:

1. Define the basic terminology, distinguishing between assessment and evaluation and between formative and summative.
2. Describe the assessment/evaluation matrix, detailing each quadrant’s four elements.
3. Outline the chronology of assessment and evaluation as they were developed over the last century.
4. Explain why the distinction between assessment (formative) and evaluation (summative) is so important.
Introduction: Terminology

The language of education can be quite confusing. For example, is a particular student performance a learning outcome or an objective, an objective or a competency? Assessment and evaluation also can mean different things to different people. Over the last two decades, we have noticed an evolutionary trend, suggested by the language usage itself. When we are traveling or involved with a project, we often say, “Let’s assess the situation.” Most people wouldn’t use the word “evaluate” in these contexts. However, after the trip is complete or the project goes before an audience, we would likely say, “Let’s evaluate our experience or the product.” Even the phrases “classroom assessment” and “evaluation instruments” suggest entirely different meanings, which we have adopted:

- Assessment refers to describing and gathering data about the instructional climate, teaching and learning strategies, and general quality of the teacher’s performance and the students’ learning. Its purpose is to ensure quality—day-by-day, week-by-week—during the educational experience. The focus is process.

- Evaluation describes and rates the performance of the teacher and the learner. Its purpose is to provide the basis for major decision making after the performance. The focus is product.

Simple enough. However, evaluation conducted only at the conclusion of a course may help us improve performance next semester or next year, but does little to provide ongoing quality control during the weeks and months of the course. Yes, we need to rate an instructor’s performance for obvious reasons, just as a course grade needs to be assigned for each student. But we also need to conduct assessment as integral and ongoing elements of day-to-day (or weekly) instructional activity. This distinction, then, requires the introduction of two more terms: formative and summative.

- Formative—gathering information about the process and progress of teaching and learning and applying it to ensure ongoing quality control. We are continually forming and reforming teaching and learning. Generally, formative information looks to the near future and how we can reshape (reform) it.

- Summative—gathering end-of-course (or major unit) information and using it to rate the performance of teacher or student. This activity is a summing up, mostly providing perspective on the past.

The following graphic attempts to synthesize our terms, providing clarity and access to each of the four areas while maintaining their obvious close connection. For example, any discussion of teaching also involves learning. And attention to formative data will invariably improve the final product—the performance of teacher or student. Each quadrant lists the topic investigated, the focus, the purpose and the means.
# The Assessment/Evaluation Matrix

<table>
<thead>
<tr>
<th><strong>ASSESSMENT</strong></th>
<th><strong>EVALUATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emphasis:</strong> Teaching–Process and Progress</td>
<td><strong>Emphasis:</strong> Mastery of Learning Outcomes and Competencies</td>
</tr>
<tr>
<td><strong>Focus:</strong> Teacher Activity</td>
<td><strong>Focus:</strong> Student Performance</td>
</tr>
<tr>
<td><strong>Assessment Methods:</strong> Student Critiques, Focus Groups, Interviews, Reflective Papers, Student Surveys, Peer Reviews</td>
<td><strong>Evaluation Methods:</strong> Major Test Instruments, Semester Projects, Performances, Reports—All resulting in student course grades</td>
</tr>
<tr>
<td><strong>Purpose:</strong> Improve Teaching</td>
<td><strong>Purpose:</strong> Academic/Career Decisions</td>
</tr>
</tbody>
</table>

## Formative

| **Emphasis:** Learning–Process and Progress | **Emphasis:** Effectiveness of Teaching Performance |
| **Focus:** Student Activity | **Focus:** Teacher Performance |
| **Assessment Methods:** Focus Groups, Classroom Assessment Techniques (CAT), Interviews, Student Surveys (informal), Minor Quizzes, Works in Progress. | **Assessment Methods:** Supervisor Observations, Student Evaluations, Self-Evaluation, Student Course Grades/Retention |
| **Purpose:** Improve Learning | **Purpose:** Professional Development and Employment Decisions |

## Summative
The matrix demonstrates the unique focus and purpose of each quadrant, allowing us to gain clarity and control of this complex and often muddled topic. On the other hand, each quadrant directly affects its neighbors:

- Formative (process) always preparing for and enhancing Summative (product).
- Assessment (of both teacher and students) always preparing for and enhancing Evaluation (both teacher and students).

Essentially, our matrix behaves like this:

Sometimes, the distinctions are difficult to make:

- Is gaining feedback about student learning progress any different from understanding how students feel about teaching techniques?
- If students complain (yes, complain) about the ineffectiveness of a particular teaching strategy, is that not also an indication of their lack of learning?
- Given the intangibles of teaching and learning, is there any correlation between the performance of a teacher and the performance of his or her students?
- Conversely, do student course grades and retention provide valuable insight into teacher performance?

Of course, the answer to all these questions is . . . yes!
A Brief History of Assessment/Evaluation

The chronology of Assessment and Evaluation follows a significant and interesting pattern:

1. Summative/Evaluation–Students
2. Summative/Evaluation–Teachers
3. Formative/Assessment–Teachers
4. Formative/Assessment–Students

1. For generations, student grades were the only significant measure of teaching and learning. (Exception: During the rise of the medieval universities, students asserted considerable power over their teachers, even determining when a teacher could vacation or marry!)

2. Then, during the 1960s, student power and other movements triggered student and supervisor rating schemes. (Note: Self and peer critiques have gained favor only in the last decade.)

3. In the late 1980s, the work of Thomas A. Angelo and K. Patricia Cross (and others) made clear the need for and the strategies promoting the ongoing quality control we now call “classroom assessment” (Formative Assessment).

4. Recent brain research, the reflective learning movement and the push for critical thinking, as well as the growing popularity of “classroom assessment”—all led us to focus on the learner’s learning process (Formative Assessment). So our chronology begins and ends with the student.

We begin with assessment for three reasons. First, because it focuses on ourselves, who and what we are as teachers, who and what we are as students. Second, because it provides the best opportunity for improving the performance of everyone involved—teachers and taught. Third, because it is the most recent development, it is the least understood and practiced. Student course grades, the design of the tests and assignments that lead to those grades, and all the mechanisms of faculty evaluation are the focus of Module 6: Evaluation.
Personal Reflection and Workshop Preparation

1. Do you agree or disagree with the way assessment and evaluation are defined? Why?

2. In your own words, how do formative and summative data differ?

3. The Assessment/Evaluation Matrix is intended to clarify a complex, even confusing, concept. Does it succeed?

4. Although student grades may be a reliable indicator of what students have learned, what do those grades fail to tell us about teaching and learning?

5. Describe any assessment methods you have used to improve your teaching and your students’ learning. Describe the results and how you used this formative data.

6. What do you not know about your students’ learning behaviors or your own teaching methods that might affect quality? Be specific.
UNIT 2

Assessment and the Taxonomy of Teaching
Unit 2: **Assessment and the Taxonomy of Teaching**

Although this unit focuses upon the familiar—the three domains of learning (Cognitive, Psychomotor, Affective), we apply them to teaching and, especially, to teachers. The approach forces teachers to look at themselves, assessing who and what they are. This provides two benefits: first, a quick, initial assessment which will become the basis for one of the formative strategies described in Unit 3; and second, a chance to address our natural concern and interest in ourselves so we can move our focus and attention to our students, the emphasis for the remaining units of this module.

**Unit Competencies**

Upon completion of Unit 2, you should be able to:

1. Explain how the three domains of learning (cognitive, psychomotor, affective) also apply to teaching.

2. List examples of teaching competencies and outcomes keyed to the taxonomy of the cognitive domain.

3. List examples of teaching competencies and outcomes keyed to the taxonomy of the psychomotor domain.

4. List examples of teaching competencies and outcomes keyed to the taxonomy of the affective domain.

5. Identify resources in the LENs modules (1-4) that support assessment of teachers and teaching.
Introduction

Module 2 introduced the notion of three taxonomies that define and describe learning—Cognitive, Psychomotor and Affective. We can use those same categories to assess teaching. We can ask what dynamics of knowledge, behavior and attitude affect the quality of teaching. Of course, student learning is never to be disassociated from our discussion of teaching, but for the sake of focus and control, it will be addressed later in this module. Because the dynamics of the teacher and student—what each knows, does and feels—makes up the chemistry of the teaching context, that is our focus for now.

Cognitive (Knowledge) Assessment Factors

Although one might expect the psychomotor (behavior) and the affective (attitudes) to dominate our discussion of assessment, the cognitive (knowledge) factors in quite heavily, too. For example, does the teacher know his or her students—their values, their interests, their goals, their abilities, their educational background, their life experiences and the day-to-day reality they contend with now? In addition, knowledge of preferred learning style and social comfort provides for both accommodating as well as expanding the repertoire of student learner abilities.

Certainly, teachers must know their discipline and its context in history, current affairs and future development. Usually, this dimension of teaching is not an issue in assessment because the first credential of a teacher is, typically, subject knowledge demonstrated by an advanced degree.

However, knowledge of self (the teacher) can be a major factor in assessment, usually requiring considerable personal reflection. Self-knowledge includes an awareness of personal goals that provide direction in our personal and professional development (discussed in Module 7: Fostering Innovation). Self-knowledge also includes coming to grips with our philosophy of education. Just how do we see our role as teacher and the students’ role as learners? “The Paradox of Pairs” (Module 1) provides a sound basis for developing that philosophical view. On the one hand, it is challenging to reconcile such long lists of contraries; on the other hand, it is essential we embrace them. The central issues here are to have reflected on them and to have developed an outlook that is uniquely and authentically our own. The first step to great teaching!

Knowledge also requires another element of the Teaching-Learning Triangle (Module 1)—knowledge and mastery of technique. Whether it be writing across the curriculum, digital technology, cooperative groups, case studies, classroom discussion or the lecture—faculty expertise is essential.
Even knowledge of your campus affects teaching (and learning). How to solve your students’ problems (and your own) is probably the overlooked knowledge. Some examples—dealing with a “difficult” student, providing help for an underprepared student, resolving a personality or diversity conflict, identifying where on campus a student can make a copy, print out a file, prepare a resume, etc. Knowing who can help, where to get that help and how to use campus policies and procedures—essential knowledge for an effective teacher!

Knowing how you want your students to know, behave and feel with your course content is the subject of Module 2. Student performance statements must be carefully thought out, clearly articulated and systematically applied to your instructional planning. Course goals, learning outcomes and competencies define both the expectations of everyone involved with classroom assessment and the performance standards applied during the summative assessment of learning, the subject of Module 6. Even though we associate these standards with the students’ performance (“After completing this course, the student will be able to . . .”), how well the standards are communicated and connected to classroom activity is also an important element of assessment.

Assessing a teacher’s knowledge of student learners, academic discipline, self or role, educational philosophy, campus, performance standards and teaching techniques seems like a tall order, but they are subject to both formative assessment and summative evaluation on most campuses.

**Psychomotor (Behavior) Assessment Factors**

At first glance, one might question how the Psychomotor Domain could be applied to the teacher’s performance. After all, many of the psychomotor skills seem so rudimentary and obvious. Yet the psychomotor taxonomy does help teachers identify important elements of their performance that help our learners . . . learn.

For example, the lowest level, Perception, includes such verbs as detect, listen, identify and differentiate. Detecting patterns of student behavior, simply listening to what students are saying, identifying individual or class needs (often from little hints or clues) and differentiating one behavior or attitude from another—all require close observation and discrete physical activity.

The next three levels—Guided Response, Mechanism and Complex Overt Response—involve relatively simple physical skills such as manipulating a computer mouse, or extremely complex acts such as speaking clearly. Students who cannot understand an instructor because of a strong accent, poor voice projection (including monotone) or an English as a Second Language problem (the instructor’s) may be at a severe disadvantage. All of these are appropriate subjects of assessment and may require work on the part of the teacher.
The highest two levels—Adaptation and Origination—present solutions to improve instruction. For example, a teacher may have to modify complex and abstract diction (word choice) so students can better understand, or simply speak more slowly. Even the purely physical act of moving about the classroom may engage students who might be tuning out. Some teachers develop the physical habit of teaching to one side of the classroom or even providing very little eye contact. Both are easily remedied.

**Affective (Attitudes) Assessment Factors**

The Affective Domain is the most mysterious of all, involving an almost intangible mix of personal values, emotional responses and highly subjective conclusions. Of course, we could explore all of the negatives (and there are plenty!), but what profit is there in describing all that we do not want? Fear, anxiety, alienation, ambivalence, despair, anger, boredom, resentment, confusion, apathy—want to hear more? Such whining is mostly a dysfunctional distraction from our purpose here. Instead, we return to the taxonomy for the Affective Domain (introduced in Module 2 and reprinted here in the Appendix).

The taxonomy for the Affective Domain has several characteristics worth noting:

- Positive language and outcomes.
- A clear hierarchy, moving from simple to complex, and from narrow focus to broad, even sweeping, scope.
- A variety of observable, measurable performances for each level.
- Specific vocabulary (verbs) to describe (and assess) each level.

Just whom are we assessing here? In the past, the Affective Domain was applied (usually) only to students. And for good reason—anyone involved in education was aware that student attitudes affected learning. (See, we even use the word *affected*.) Student rating sheets of the last few decades increasingly asked for data regarding the students’ emotional responses. A typical item—“Would you take another course with this instructor?” involves two taxonomy levels—**Valuing**, verb—“appreciate,” and **Responding**, verb—“volunteer.”
There is little doubt that safety, comfort, community, involvement, hope, pleasure, interest, appreciation, clarity and value (the opposite of our earlier list) affect learning. Recently, we have discovered that learning can even be fun! So, too, teaching!

For teachers, Affective Domain competency involves the same five taxonomy levels applied to student learning. For example, a teacher “willing to pay attention or receive information [from students]” or “being sensitive (open-minded) to [student] information, things, issues and points of view.” However, we could replace the word “student” with “department chair,” “program director” or “colleagues.” We can apply the same principle for the remaining four levels of the taxonomy. For example, under Organization, we find “resolving conflicts between values,” which could apply to faculty teams, student-teacher partnerships or even many campus political issues. It’s easy to see how all of our examples apply not only to a teacher’s formative assessment, but to his or her summative evaluation as well.

Reviewing the taxonomy for the Affective Domain will trigger areas you want to assess and others that can be left to another time and place. Mostly, the difficulty of Affective Domain performance involves accommodating both who we are and our various professional audiences. Indeed, we are faced with difficult dichotomies, having to measure what might be gained by what might be lost. Sometimes, it’s a relatively easy choice:

- Express a value
- Model a value
- Appeal to emotion (pathos)
- Appeal to reason (logos)

Sometimes, it’s more difficult, when we must weigh the consequences of an action:

- Express truth
- Hurt or harm audience
- Provide help or support
- Create dependency
- Defend or express concern
- Create conflict or the appearance of inflexibility

How we handle potential bias (ours and others’), how we respond to the diversity of our campus community, how we remain calm in the face of adversity or frustration, how we incorporate our emotions and professional opinions into a potentially dry subject—all these may seem to muddy the waters, but connect, in every case, with all five levels of the Affective Domain taxonomy.

So we have made our case for applying this taxonomy to formative assessment. Formative assessment allows you choice, so be selective. Summative evaluation provides no choice, so be prepared. (In Module 6, the Affective Domain will, once again, find its way into our discussion, this time not as a way to enhance the process of learning but as an instructional end in itself requiring summative evaluation.)
Personal Reflection and Workshop Preparation

1. Select two or three factors from any of the three domains that you think make an important connection with teaching and describe their significance.

2. Describe one factor from any of the three domains that you think is often overlooked yet has a profound effect on teaching and learning.

3. Many of the items in this unit may be best explored by teachers themselves because they are so personal. (In Unit 3, discussed in “Reflective Inquiry.”) For now, select one item from the Unit 2 discussion which you prefer not to share and write a paragraph or so about its role and significance in your work. Do not share this writing with others. Instead, be prepared to comment on the value of this experience of introspection.
Assessment of Teaching and Learning: Classroom Research
Unit 3: Assessment of Teaching and Learning: Classroom Research

Classroom Research, the lynchpin of instructional quality assurance, has evolved rapidly in the last two decades. Although logical strategies and very specific techniques are now available, the fact remains: Assessing teaching and learning requires much effort and clear focus. This unit describes the three principal components of Classroom Research: Classroom Assessment Techniques, Peer Review and Reflective Inquiry.

Unit Competencies

Upon completion of Unit 3, you should be able to:

1. List the three assessment steps and three parts of classroom research.

2. Explain the contribution of Thomas A. Angelo and K. Patricia Cross and the features of Classroom Assessment Techniques (1993).

3. Briefly explain the value of classroom research.

4. List and describe several classroom assessment techniques (CATs).

5. After briefly surveying Classroom Assessment Techniques (1993), identify several CATs applicable to your discipline and teaching style.

6. Describe the purposes and procedures of Peer Review as a component of classroom research.

7. Explain the rationale, process and topics of Personal Inquiry as a component of classroom research.
Introduction

The Assessment/Evaluation Matrix attempts to provide clarity and access to four elements often mixed together. The preceding unit focused on only one element—assessment of the teacher’s activity. However, as we proceed, you will notice that many assessment strategies deal with and involve both the teacher and students. Admittedly, it is hard to separate the two.

Assessment involves three steps:

- Classroom Research—gathering data about the instructional activity of the course.
- Instructional Decision Making—interpreting the data and deciding whether or not to make adjustments.
- Instructional Design—formulating and implementing strategies to effect desired outcomes.

Classroom Research also involves three parts:

- Focused feedback from students (CAT’s).
- Observation and suggestions by fellow faculty, often available through a formal program called Peer Review.
- Reflective inquiry by the teacher.

We cannot proceed without acknowledging the work of Thomas A. Angelo and K. Patricia Cross, whose Classroom Assessment Techniques (Second Edition, 1993, Jossey-Bass Publisher, San Francisco) not only prompted a major innovation to improve teaching and learning, but remains, more than a decade later, the most comprehensive and articulate resource available. We recommend this book to you not only for its wealth of strategies to support assessment (formative), but also for its ingenious techniques that significantly improve the quality and management of the products we evaluate (summative).

Angelo and Cross describe the characteristics of classroom assessment in detail, outlined here:

- Learner-centered
- Teacher-directed
- Mutually beneficial
- Formative (not summative)
- Context-specific
- Ongoing
- Rooted in good teaching practice

Angelo and Cross also describe “Seven Basic Assumptions About Classroom Research,” providing the most coherent overview of the applicability of classroom research in print. Again, we recommend them to you!
Classroom Research: Student Feedback

Focused feedback from students is relatively easy to gather and need not take up “valuable” classroom time. In fact, we suggest student feedback may be more valuable than the lesson itself. Nothing creates a positive learning environment (Module 1) more than inviting students to participate in ongoing classroom research. What do students feel?

- Respected because their feelings and opinions count.
- Valued because their feedback affects the teaching and learning activities as the course progresses.
- Actively involved because they are continually asked to reflect on and even suggest innovations for classroom activities.
- Confident because they know their teacher is constantly seeking to maintain or improve quality.

We suggest a variety of instruments and strategies, reducing monotony (and superficial responses) and increasing applicability for the instructional technique or activity to be researched. Different situations require different approaches. We might add that students gain an appreciation for the very notion of research itself and for the critical thinking involved.

The Minute Paper

Where to begin? The “minute paper” takes . . . sixty seconds. If you want more depth, then devise a “five-minute paper.” However, the main issue is not about time; it’s about timing. Typically, well-meaning teachers ask for this response at the end of the class period. However, students are often thinking of their next class or gathering text, notes and gear to move on. Under such conditions, you may not get the thoughtful reflection you hoped for. In any case, the simple minute paper has considerable potential and flexibility:

- Use the minute paper to gather data on student expectations, administered at the beginning of class.
- Use the minute paper to provide response to a specific activity during class. (Also provides a break from the classroom routine.)
- Use the minute paper as preparation for a short (five-minute) focus group activity. (Especially helpful after introducing a new classroom technique.) Then, gather written responses or, if time is available, open up to a general class discussion (five to ten minutes).
- Instead of designing the minute paper with just “What worked?” and “What didn’t?” and “Any suggestions?”—provide a few focused questions. For example, “Did you feel a part of or comfortable with the group activity today? Why?” or “Were you able to get the key ideas into your notes? Why or why not?” or “Was the video clip about _______ relevant to our study of ________? Why or why not?”
Always add a section for comments, an invitation for unexpected, even surprising responses. (Sometimes, these provide real breakthroughs for improving teaching and learning.)

If you provide feedback on their feedback (minute papers) at the next class session, you accomplish two things: First, students appreciate the feedback and, if appropriate, how to “attend” to their efforts. Second they appreciate the timeliness of a quick response.

Of course, minute papers are always anonymous.

Remind students that positive comments are also appreciated. Too often, students feel they have to find fault. So they should be encouraged to respond to the spirit or actual question of “Should I/we continue this technique? Why?”

Frequency. Not every class period requires written feedback. Instead, use some of the other methods that follow.

Sometimes, students need prompts for a rather open-ended minute paper. Early in the semester, provide your students with a “quick and dirty” cheat sheet listing possible response topics. Some examples—comfort, involvement, challenged, active, relevancy, interesting, connections, answers, questions, etc. A variation of this strategy is to have students develop lists of minute paper prompts in small groups. Then, you could synthesize the groups’ efforts into a handout for ensuing class periods. Makes an excellent first day ice-breaker and sets a very positive tone for the class!

Informal Surveys

More structured than the minute paper, an informal survey can provide focused information and requires less interpretation of the results. Students rate a number of statements concerning their knowledge, behaviors and attitudes (the taxonomies, again) as well as their opinions (assessment) of your teaching techniques and style. Because assessment is an ongoing strategy, try to limit the survey to either one class period or, at most, one week of teaching and learning. You may be able to anticipate some issues—for example, the appropriateness of a quiz, the relevance of a video or the clarity of instructions for a group activity. Other issues may be more general—for example, pace, clarity and organization of class activity. But don’t overlook the students! Include self-assessment items that not only provide valuable feedback for you, but also keep certain issues in front of the students. For example, how complete was their preparation for class (homework-study), how actively did they participate in class activities, or did their attitude toward the material or topic change? Remember to keep your surveys short (five items—no more then ten) and anonymous. Here is an example:
Informal Assessment Survey

Please circle your response to each question

1. How well did the video detailing Stanley Milgram’s experiment at Yale University connect with our reading and class discussion?

   | Poor (confused me) | 2 | Fair (clear but boring) | 3 | Good (ok!) | 4 | Very Good (helped a lot) | 5 | Excellent (an eye-opener!)

2. Describe the group activity concerning proximity and obedience to authority. (Did the activity demonstrate or make real the concept for you?)

   | Poor | 2 | Fair | 3 | Good | 4 | Very Good | 5 | Excellent

3. Did my background lecture proceed at about the right pace and include enough concrete examples?

   Pace:
   | Poor | 2 | Fair | 3 | Good | 4 | Very Good | 5 | Excellent

   Examples:
   | Poor | 2 | Fair | 3 | Good | 4 | Very Good | 5 | Excellent

4. Indicate how complete your preparation was for class.

   1. Didn’t read the Milgram article or the critical reviews. Didn’t write the reflective essay. (Sorry)
   2. Read the Milgram article only and then only superficially. Maybe wrote a few lines. (Still sorry)
   3. Read all assigned articles and wrote almost full page. (Felt prepared)
   4. Read and reread all assigned articles and wrote the reflective essay (two pages). (Ready!)

5. What should we do next?

   1. Do more group work.
   2. Q & A and a review session.
   3. Take some practice quizzes and conduct a mock debate of the topic’s implications.
   4. Write potential exam questions and attempt to answer them in our groups.

As you can see, the items can ask for radically different kinds of feedback. Although this survey is short, students should consider each item carefully, considering how their learning needs could be met.

Surveys can reveal important information about factors other than course content and teaching performance. For example, many a student has failed to succeed in college for reasons not even remotely
under the teacher’s control. Transportation, work, home and health problems can and frequently do disturb the best laid plans. Rather than admonishing students for their lack of preparedness or telling them what they need to be doing, a survey can reveal to your students deficiencies and opportunities upon which they can act. In other words, students assess their situation and make changes where appropriate. We have included such a survey (complete, ready to copy) in the Appendix (pp. 85-88). This particular survey is especially useful during the first week or so of the semester.

**Trial Quizzes and Mock Exams**

Instead of asking students to share their perceptions of their learning, you may decide it’s time for a more objective measure. Traditional quizzes have been used as an evaluation tool, counting so many points toward the course grade. Because assessment seeks only to determine if present methods are working, some, maybe half, of your quizzes become merely (merely?!) formative tools for improving teaching and learning. However, students often gain more from these trial balloons than their teachers, discovering just how high or low their level of mastery truly is. Some of these quizzes can be completed in tandem or even triad groups. And the debriefing/discussion of the quiz answers can produce some of the most effective and satisfying learning of the week.

Mock exams follow the same pattern, with students answering, say, one essay question on their own, then sharing answers in cooperative groups. A general class discussion with teacher responses caps off another active learning event, which provides insight to both teacher and students about the level of learning taking place.

Both trial quizzes and mock exams can be created by students, usually working in collaborative groups. Clearly, such activity raises the bar a bit because students have to determine what is important and what is not, frame the questions clearly and specifically, and be able to anticipate the appropriate answers. By the way, trial quizzes and mock exams provide one more benefit—reducing test anxiety.

**Learning Logs and Journals**

Most classroom assessment techniques involve writing, which can be a challenge for some students. Even so, if you’re flexible about the format and style of student responses, students will adjust to the task and will often improve the development of their responses as well as grammar, usage and other writing conventions. Learning logs and journals are the most informal of formats, but profit from some angle or focus. For example, the double-entry journal asks for one page summarizing the key points of a text or lecture and one page which develops the student’s opinion, critique, personal connection with or value of the text or lecture. A learning log, quite simply, records what
students have done that caused learning, any problems completing assignments (including reading) and proposed changes to enhance their learning. Some learning logs include time on task, location of study and even an evaluation of the productivity of the work sessions.

**The Next Step**

As useful and easy as the preceding four strategies are, we must, once again, direct your attention to *Classroom Assessment Techniques*. Thomas A. Angelo and K. Patricia Cross provide 50 techniques, each well detailed, with examples, with pros and cons, and with very practical advice. Our best course of action here is to send you the best source in print. The authors organize their 50 CAT’s into three broad categories, each with subheadings as excerpted here (see their Table of Contents):

- **Assessing Course-Related Knowledge and Skills**
  - Prior Knowledge, Recall and Understanding
  - Analysis and Critical Thinking
  - Synthesis and Creative Thinking
  - Problem Solving
  - Application and Performance

- **Assessing Learner Attitudes, Values and Self-Awareness**
  - Students’ Awareness of Their Attitudes and Values
  - Students’ Self-Awareness as Learners
  - Course-Related Learning and Study Skills

- **Assessing Learner Reactions to Instruction**
  - Learner Reactions to Teacher and Teaching
  - Learner Reactions to Class Activities, Assignments and Materials

Many teachers find they spend two or three years experimenting with various CAT’s described in this book, gradually building a repertoire that fits their discipline and teaching techniques. *Classroom Assessment Techniques* provides vast and articulate resources, but all within an organized and very flexible format. Furthermore, almost all 50 CAT’s presented not only assess teaching and learning, but also move instruction forward, becoming the subject of class discussion directly related to course content! Even if you use only eight or nine CAT’s in your first two years, this resource will have served you well. End of pitch!
Peer Review

The notion of involving fellow faculty in classroom research is not new. Asking a colleague to look over student papers or lab reports, visit a class session or merely chat over coffee about a student problem or explore an innovative idea for a class—all these and more are common events in a teacher’s week. Well, not exactly.

Some faculty see their work as rather isolated, even assuming that a request for feedback might be a sign of some professional weakness. Nothing could be farther from the truth about teachers (especially great teachers).

Sometimes, we need to see our teaching through another’s eyes. We are so busy conducting class that it’s often difficult noticing little details or broad patterns that affect our students’ success. (Furthermore, things move either too slowly or too quickly for us to notice.) So peer responses often require no judgments, no suggestions, merely the raw data a colleague noticed.

Our colleagues also bring to classroom research something that our students as well as our supervisors may lack—empathy. Indeed peers not only notice, they can anticipate classroom events. They not only understand the dynamics of certain teaching and learning practices, they also understand what we are feeling, what we are hoping for—as classroom events unfold. This empathy—so often the highlight of master teacher retreats and a significant element of Teacher Formation programs—is also the most transforming and satisfying factor in Peer Review.

Peer Review can take two paths—formal and informal. Many colleges have formalized Peer Review into an institutional process to support and guide new faculty in their first two or three years on staff (often a part of the tenure process). Many variations exist, the most common being the formation of a team of three or four experienced colleagues who volunteer or are invited (rarely assigned!) to share the early career journey of one of their new peers. Usually, one of those colleagues teaches in a different discipline to create an especially strong focus on teaching dynamics rather than discipline content.

We present a model program in the Appendix of this module, including rationale, process guidelines, sample observation forms and actual models of peer responses. If your college has a formal program of its own in place, the procedures and elements listed may be different from yours, and that’s to be expected. However, we hope the model peer responses suggest the level of specificity and tone that foster practical and comfortable transformation of teaching and learning. (See Appendix, pp. 57-84.)

Although formal Peer Review is most frequently used with probationary new hires, some tenured faculty participate in the program as a professional development option. Indeed, some of the most senior and accomplished teachers on campus participate!
An interesting variation of the optional approach is the participation of some faculty needing additional in-depth documentation of teaching success to support an award proposal or prepare for national office in a professional organization.

Informal Peer Review involves the same topics, the same interpersonal behavior and the same goals as its formal cousin. The difference is scope—time, number of faculty peers, even setting. Just one class session, one colleague, one teaching strategy, instead of several. Observations and suggestions may involve only conversation and rather scrappy notes instead of written documentation. And the setting is often a faculty office or lounge because the focus may be the design of a lesson plan, piece of instructional media or an evaluation instrument.

Whether formal or informal, Peer Review:

- Explores our goals and expectations, our performance and the results.
- Attempts to validate what works.
- Emphasizes the positive and constructive, viewing any problem as an opportunity (insurmountable as it may seem) to improve teaching and learning. (In other words, takes an innovative attitude, always.)
- Fosters collegiality and mutual respect.
- For new faculty, provides instant networking and support; for tenured faculty, provides opportunities for lively dialogue and collaboration.

**Reflective Inquiry**

The third component of classroom research is Reflective Inquiry by the teacher of every aspect of his or her experience and performance. The conversation is with yourself, not your students or your colleagues. This introspection is not easy because it involves coming to grips with disappointment, frustration, confusion, conflict, problems—all the stresses of teaching and being a teacher. On the other hand, reflecting on your successes (yours and your students), professional pleasures, potential innovations and projects, long-term goals and future opportunities—all these and more provide balance and motivation to complete the task. However polarized this document may seem, much is to be gained from purely objective, matter-of-fact description of events as they unfold. So all three will be your domain—the positive, the negative and the neutral. But what are the value and personal benefits of such a record?

**Rationale**

The obvious value is releasing some of that pressure we all feel in our personal and professional lives. Yet Reflective Inquiry is more than just therapy. Most writers, artists, scientists—indeed, any people involved in discovery and problem solving—have written a journal or notebook. Not just as a record, valuable in itself, but also as a way of bringing to
consciousness elusive thoughts and ideas. Indeed, the act of writing—no matter your style (or lack of it)—helps you think, remember, reflect and create. Teaching is every bit as complex and challenging a career as science or art and requires the same time alone with oneself, usually rare in a teacher’s day. A teacher’s day is so crowded with other voices—students, peers, administrators, support staff—that one’s own voice is overlooked. And that must not happen.

**Description**

You write to remember, to capture significant details, to reflect on what worked and what didn’t. We address the what (topics) next. How you write is also a highly subjective, personal matter. Some teachers journal each day about each class. The advantages are obvious; so are the disadvantages. A busy schedule, students waiting at the office door, a stack of ungraded papers, even a pile of classroom assessment responses from students—all these compete for your attention and time. Here are several paths you might follow:

- Journal about each class period for one week, **once a month**. (A week with no tests or paper to be graded.)
- Journal about one class session, **once a week**. (For example, the first class meeting of each section per week.)
- Journal **once a week**, selecting specific class meetings that represent particular highs and lows.
- Journal **only when introducing a new teaching-learning technique, activity or media**.
- Journal **only when you want to tell your students the truth about their success or lack of it**. (Include what you would tell yourself.)

Most teachers spend less than an hour a week with this activity, but always include a few minutes to speculate on their future, their career, projects, professional development opportunities and the like. Three suggestions: Some teachers return to the classroom (when empty) to write part or all of their journals (seems to jog their memory). Select a notebook reserved specifically for your personal reflective inquiry—your journal. As this document is yours alone, rarely is it shared.

You may find yourself rereading passages weeks, even months, later. You may even find yourself quoting yourself in proposals or self-evaluations months later. Sometimes, an entry may become the basis for an innovation or a professional development plan. But mostly, the reflective journal is a powerful assessment tool that can form and transform your teaching and your students’ learning.

When and where you write, how often and how long you write . . . is up to you. What you make of it is also up to you. Who knows, you may discover a writer in you, but at least you will learn more about the teacher you are and will become.
Topics

Julius Caesar began his *Commentaries on the Gallic War* with “All Gaul is divided into three parts.” Maybe the best answer to the question “What should I reflect on?” is think three! We’ve listed several triads that can trigger specific topics, ranging from the familiar to some that are a bit of a stretch. Possibly you can think of additional triads of your own.

Think Three!

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<td>9.</td>
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<td>10.</td>
<td>Analytical</td>
<td>Reflective</td>
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Well, you get the idea: Any one item or combination may provide the doorway you need to begin writing and reflecting. Of course, the first three rows are likely to connect with the day’s or week’s experience. Did a particular role you or your students assumed work out as planned? For example, did you or some of your students play devil’s advocate during a classroom debate? Did the classroom configuration enhance or hinder the debate? Did the students respond well to the intellectual challenges of the devil’s advocate(s)? Of course, the list of questions could go on and on. Maybe the students were not prepared (expectations), so what do you need to do about that? As you see, the questions pile up.

Probably the second row is most useful if you’re stuck. Reflecting on student and teacher knowledge, behaviors and attitudes involved with any assignment or class activity usually is productive.

We recommend reviewing the major topics of Modules 1-4 for other triggers, especially the Paradox of Pairs dichotomies in Module 1, the various taxonomies in Module 2 and the discussion of teaching-learning strategies in Modules 3 and 4.
In addition to your own observations of the teaching-learning context, you have several other resources for reflection:

- Assessment feedback (formative) from students.
- Peer review observations and suggestions.
- Both formative and summative quizzes and exam results.
- The Taxonomy of Teaching discussion in Unit 2 of this module.
- Assessment feedback for work-in-progress (discussed in next unit).

Row 8 of the grid includes neutral and positive, not just negative. Look for success, however small and seemly insignificant. Sometimes, a class period is a smashing success because just one student made a breakthrough in knowledge, behavior or attitude. Sometimes, a trial quiz revealed serious deficiencies, yet accounted for a quantum leap forward in metacognition (the learners’ awareness, understanding and control of their own learning process).

Possibly a class presentation resulted in more student questions than answers. To use the cliche, is the glass half empty or half full? Student questions are to be valued for so many reasons. Even discovering you need to reteach some of today’s class is an astounding discovery. Imagine if you had proceeded to the next lesson assuming the foundation was solid!

Neutral explorations have great value and may be an ideal starting point. Just jot down every event and incident you can remember, putting off judgment until you have completed your picture or synopsis of the class period. Then circle back, looking for what seems important (positive and negative) and elaborate on those.

Of course, you can simplify the whole process (sort of a minute paper of your own)—what did I do, what did the students do, what worked, what didn’t, what would I change, how?
**Personal Reflection and Workshop Preparation**

1. Using the double-entry journal technique, write an assessment (not an evaluation) in which you describe the one technique or strategy you are likely to adopt from this unit. In one paragraph entry, merely describe the technique—what it involves and its value. In a second paragraph entry, describe where in your course of instruction you would apply it, why at that time and place, and how you would share the results with students.

2. Construct a short survey (5-7 items) to assess knowledge, behaviors and/or attitudes about a specific, narrowly focused concept or skill in your course. (For example, the difference between analysis and interpretation of a piece of literature, the ethics of DNA experimentation, or safety issues in the ceramics studio.)

3. Make a list of both pros and cons relating to taking class time to conduct classroom research. Next, write a short paragraph arguing for your position.

4. Even though Peer Review and Reflective Inquiry can be very time-consuming, explain to a peer (in a brief writing) the benefits of those strategies and how they need not take much time if used judiciously and simply.

5. Skim through *Classroom Assessment Techniques* (1993) by Thomas A. Angelo and K. Patricia Cross. Select one of their CATs which you could use. In a brief paragraph, explain why.

6. Devise a classroom assessment technique that you can try out on your colleagues in this workshop. Be prepared to administer it.
UNIT 4

Assessing Work-in-Progress
Unit 4: **Assessing Work-in-Progress**

Clearly, the three components of classroom research approach teaching and learning as a work-in-progress. This unit extends the notion of assessing work-in-progress, promoting assessment as a formative learning technique and identifying particularly effective strategies for supporting that technique. In the process, teacher and students gain valuable insight into the state of their productivity, improving both process and product.

**Unit Competencies**

**Upon completion of Unit 4, you should be able to:**

1. Explain the value of assessing work-in-progress.
2. Describe the proposal as a significant assessment technique.
3. Explain how assessing student note-taking improves learning and reduces evaluation effort.
4. Identify other opportunities of work-in-progress assessment in your courses.
Introduction

If you have visited a writing classroom or a campus art studio, you will notice two things: students practicing their craft and frequent assessment of their work-in-progress. Assessing work-in-progress is common in laboratories (science, culinary, automotive, etc.) as well. Student papers and paintings receive critical comment from peers and teacher almost daily.

However, such formative feedback (assessment) is not so common in many disciplines. Admittedly, exceptions exist and, when they do, they are often viewed as innovations. Certainly, the Classroom Assessment Techniques described in Unit 3 do involve work-in-progress feedback. But our focus here is not trial quizzes, mock exams or double-entry journals; instead, it is assessing student work leading to a finished product that will be evaluated and graded (summative).

Assessing Proposals

Typically, assessing work-in-progress happens when there is some work completed—a rough or discovery draft, a detailed outline, diagnostic results of some technical test (automotive, electronics, chemistry, HVAC, etc.) or a model or sketch (engineering, painting, etc.). However, assessment of student work can begin . . . at the beginning. Students can create a proposal or prospectus of their assignment, which addresses some or all of the following:

1. Rationale (personal and academic) for selecting the topic or treatment.
2. Purpose of the project.
3. Inventory of what the student already knows about the topic.
4. Inventory of what the student does not yet know about the topic.
5. List of specific questions to be answered.
6. Resources relevant and available.
7. Strategy for controlling or limiting the project.
8. Schedule of tasks to be completed, project plan for success.

Too often, students begin a project without a clue as to where they’re going, why they have chosen that path or what they will encounter during the journey. Armed with the assignment proposal, students not only have a plan and map, they are also ready for some formative feedback very early in the process.

Although each student may be investigating a different topic, all students often share the same challenges, the same resources and the same goal.
That means cooperative group conversation about these proposals is not only effective but also relatively easy. Essentially, the cooperative groups are trying to answer three questions:

1. **Is the proposal adequate?** (If not, where and how should additional information be inserted?)

2. **Is the project feasible, doable?** (Is the project within the skill, time and resources of the student?)

3. **Is the project desirable?** (Does the project enhance the student’s learning and address the audience’s interests and needs?)

Although students benefit from the assessment feedback about their own project proposal, they also see how other students have approached the assignment, discovering—inductively—new angles, questions, research and resources they may have overlooked. They also become aware of (painfully, in some cases) their lack of effort or readiness to pursue the project. Finally, within the context of responding to a specific and focused task—assess the project proposal—they even ensure clarity and understanding of the assignment in the first place.

How aggressively student groups deal with this assessment is somewhat controversial:

- **Just how much help should students provide each other?**
- **When does the conversation exceed the bounds of “assessment”?**
- **How much classroom time should be devoted to assessing what is supposed to be individual student work?**
- **Can students provide useful assessment feedback?**

These questions apply to any cooperative group assessment activity—at the very beginning, well into the process or even in the late stage of the assignment. The issue is not so much the degree and value of the help provided, but rather does the assessment enhance learning (and productivity), and does the assessment mirror the type of dialogue typical of the professional world our students will soon be entering?

Let’s clarify, once again, the difference between cooperative and collaborative groups. Collaboration implies a shared effort to create a common product or performance, often resulting in a shared or group grade (summative/evaluation). Cooperative groups emphasize the learning involved. Cooperative groups can assess the knowledge, behaviors and attitudes (our three domains of learning again) involved in any assignment. Their role, then, is to ensure success, not do the work that is the individual responsibility of each student. Ah, assessment!
Assessing Note-Taking

You need not invent entirely new documents (such as the proposal) to assess work-in-progress. For example, in a course involving considerable lecture, you expect students to take notes, probably extensive and detailed. After all, your students will write essays or stand examinations, both rooted heavily in those notes. So every couple of weeks or so, assess the quality and quantity of those notes. Group assessment can accomplish three objectives: 1) Provide models of particularly effective, as well as efficient, lecture notes; 2) Identify note-taking gaps characteristic of all or almost all student notebooks (which suggests some weakness with the lecture technique and, therefore, the need to revisit the lecture); and 3) Provide students and teacher with general feedback on how complete and focused student note-taking has been. Significantly deficient classes may require actual training in note-taking skills. Better to take 20 or 30 minutes to address this learning issue now than have to deal with frustration (yours and your students’) later.

Assessing Work-in-Progress

Assessing actual student work-in-progress can be reduced to a few simple questions:

- What are the strengths and weakness of the work so far? (Pointing out parts or aspects that are particularly strong or weak may raise questions about other areas of the project that need attention.)

- What tasks do the students need to perform? Next? Soon? Eventually?

- What questions appear unanswered? (Will the audience respond with “Yes, but . . .” or “What about . . .”?

Assessing work-in-progress often involves a teacher response—either as part of a debriefing following group assessment activity, or as a written response or a one-on-one conference with each student. It depends on your teaching style, time available and the condition of your students’ learning process and product.

One way to identify ideal assessment opportunities for work-in-progress is to review your course assignments. Large or complex projects, assignments involving considerable writing, group presentations—all challenge students and have the potential to frustrate both students and teacher. Many teachers assign a research paper or semester project, giving the students two or three months to complete the work. However, except for a casual reminder a month before due date, little discussion of such assignments ensues. After all, these assignments are a kind of “independent study,” the responsibility of the individual student. However, operating under that assumption, not to mention assuming students have the skills necessary, can be quite unproductive. Indeed, if any assignment requires work-in-progress assessment, these do!
If you begin such projects with the proposal strategy, follow up a month later with a reading report or survey of the literature assessment. Then a few weeks later, assess rough or discovery drafts and outlines. About two weeks before due date, one more session to assess development, citations and format will ensure two things: increased student productivity and success and decreased teacher evaluation efforts of the final product. Once again, cooperative groups support these events. However, the teacher could guide students through a self-assessment, each student reviewing his or her own work as teacher asks questions or even requests examples to share with the whole class. A project worth one quarter to one third of the course grade is well worth two or three class periods of assessment.

You may discover the need to clarify the assignment (early–on assessment), redirect students (individually or an entire class), advise students concerning schedule and tasks, or even encourage students who feel overwhelmed. The very fact that some sort of assessment is taking place keeps the process and product in front of the students, a gentle reminder that this project is important and has not gone away. One piece of advice: Avoid discussing grades (“Is this an ‘A’ project?”). That’s evaluation (summative) and it distracts students from the learning process.

**Personal Reflection and Workshop Preparation**

1. Describe any exam or course project which went awry, resulting in disappointing student performance. What surprised you and what did not? How might assessing work-in-progress have avoided this problem?

2. Using the event in #1, design and describe a classroom assessment technique that would have improved student performance and mastery. Why that one?

3. Identify a major assignment (research paper, project, etc.) you currently use for which a proposal would provide a sound basis for initiating the assignment. Describe the assignment and the features of a proposal that would most help both you and your students assess the chances for success.

4. Create a list of pros and cons regarding the use of student groups to assess work-in-progress. Have you used cooperative groups for this purpose? Results? If not, what would you do to increase the likelihood of success of this strategy?
UNIT 5

Instructional Decision Making and Design
Unit 5: Instructional Decision Making and Design

Now that you understand the formative nature of assessment and have applied several of the many strategies and techniques to gather data, you must analyze and interpret the results. This is a formidable task, involving your emotional and intellectual response to what you think your students are revealing to you. Many questions arise: Is the change warranted? Who needs to change—students, teacher, both? What adjustments need to be made? How can I be sure of my interpretation of the data? What factors should guide my redesign of instruction? Fortunately, most of the answers involve familiar and relatively simple solutions, the subject of this unit.

Unit Competencies

Upon completion of Unit 5, you should be able to:

1. Describe the demands and pitfalls of responding to assessment results.

2. Describe the common causes of inconclusive assessment results.

3. Explain the difference between analysis and interpretation of assessment results.

4. Explain why assessing student learning of course content is a more productive first step than assessing teacher’s methodology.

5. Describe some of the factors involved with interpreting assessment results.

6. Describe additional resources for interpreting assessment results.
Introduction: Responding to Assessments

During the pilot implementation of the LENs program, we distributed a comprehensive survey asking new faculty to assess our work over the first 12 weeks (Modules 1-3). Well, the results were disappointing, especially in light of the weekly minute papers and short focus group conversations which had been so positive. Our first response was to overreact, raising serious doubts about our development and delivery.

Yet when we asked our LENs workshop participants (new faculty) about the discrepancy, we learned two things: First, we had interpreted the results incorrectly. Our faculty participants viewed the survey as formative—clearly to assess, not evaluate—and saw their survey responses as a means of making changes for the next semester (Modules 4-7). The LENs development team, on the other hand, reacted to the results as an end-of-semester evaluation (summative). Second, in our desire to produce the best possible experience for our LENs participants, we lost sight (temporarily) of the very purpose of the survey. What we saw as weaknesses were, in fact, real opportunities to improve both the LENs media and workshop facilitation.

Fortunately, cooler heads prevailed, perspective improved and our confidence grew. That doesn’t mean we didn’t make changes; we did. But we had to remember that one criticism does not a trend make, and we had underestimated the ability and willingness of our students (the new faculty) to contribute just what we needed to revise our program.

Analyzing the Data

Analyzing the results of classroom research can be an emotionally harrowing experience. We tend to overreact to the negatives and overlook the positives. That’s ironic because productive assessment needs both. So it’s not just a matter of being thick-skinned or open to criticism. Nor is it teachers’ natural inclination to have high expectations of their students and themselves. More than anything, it is accepting the ultimate educational paradox that teaching is both art and craft. Craft is easy—present a lecture, use cooperative groups, assign proposals, administer frequent quizzes, conference with students and so forth. Any guide to teaching technique makes those available, and most effective teachers use a variety of them. However, art is difficult—listen instead of talk, value questions more than answers, provide a variety of evaluation modes, enrich rather than require, even assess rather than evaluate. Craft tends to emphasize teacher and teaching; art concerns itself with students and learning.
Analyzing Assessment Results: A Case Study

Let’s assume a teacher wants to assess the use of cooperative groups in a class—either one specific instance or a series of group activities conducted over several weeks. The teacher asks the students to respond to three questions:

1. On a scale of 1-5, how do you like participating in cooperative groups?

2. Are you learning more, less or about the same with cooperative groups (compared to lecture and general class discussion)?

3. What would you change about our use of cooperative groups?

The teacher expects consistency among the three answers. If students don’t like the method very much, they probably aren’t learning well. As a result, they may want to radically change the way the groups are conducted or eliminate them altogether. On the other hand, if the response to one of the first two questions is positive, the expectation for the other questions is likely an equally positive response. And little or no change would be the likely expected outcome for question #3. However it is possible, even probable, that some students like the groups but feel they are learning less. Other students may dislike the method but feel they are definitely learning more. And that is exactly what happened! What is this conflicting data telling us?

We must not underestimate our students. Some, even many, are able to distinguish between the awkwardness or personal discomfort of working in groups and the level of their learning in those groups. Second, most students will respond with integrity, quite willing to admit they are learning more even if they personally find the technique less appealing or more work. Third, the assessment instrument may have limited the students’ response. For example, question #1 doesn’t ask for reasons. Question #2 doesn’t request examples, concrete and specific. Question #3—although nicely open-ended and requiring something specific—may ask more of the students than they are capable of. Maybe a list of potential changes could be presented on the back of the assessment sheet. Why on the back? To allow students to respond to the open-ended question #3 with their own ideas before they look over the follow-up list of potential changes, which could, once again, shut down individual thinking and limit responses.
Obviously, the assessment instrument or technique needs to be designed to generate useful and coherent results. Angelo and Cross make good sense of the situation, listing general questions, excerpted here, that elicit specific and concrete answers. (Notice the emphasis on students and learning.) Use these questions to guide the design of your classroom assessment techniques as well as support your analysis of the results.

**Questions About Your Students**

- How many students are learning well and how many are not?
- Which students are learning well and which are not?
- What do successful learners do that other learners don’t do, or don’t do as well?
- What do less successful students do that might account for those failures?

**Questions About Course Content**

- How much of the course content are students learning?
- Which elements of the course content are students learning?
- How well are students learning the various elements of the course content?
- How well are students integrating the various elements of the course content?

**Questions About Teaching**

- How does my teaching affect student learning, positively and negatively?
- What, specifically, could I change about my teaching to improve learning inside the classroom?
- What, specifically, could I change about my teaching to improve learning outside the classroom?

(Angelo & Cross, 1993, pp. 53-54)

**Interpreting Assessment Results**

Even with your best efforts of design and analysis, the interpretation may require “reading between the lines” or a follow-up class discussion (even better, cooperative focus groups). Divining student minds is not very productive. Instead, use the conflicting or incomplete data as a foundation for further assessment. Instead of spending hours guessing or conferring with colleagues, go to the source—the students. In 15 minutes, you likely will have your answers, and this discussion of
learning reinforces any interest the teacher has in student metacognition. Generally, analysis answers the question “what?” while interpretation answers “why?”

Students may like the active and interactive dynamics of cooperative groups but experience one or two students dominating their groups. Students may find themselves learning more but confused about the teacher’s role in the class. Students may enjoy sharing personal experiences related to the topic yet feel they are learning less because they don’t see how their personal experiences connect with course content. All of these responses suggest—even require—teacher intervention and clarification. One television commercial argues, “The genius is in the details!” The preceding details have more to do with art than craft, more to do with making an innovative technique actually work, more to do with “why?” than “what?”

Many teachers tend to begin their assessment effort by focusing on teaching methods, like our case study involving cooperative groups. However, assessing actual student performance, generally, and mastery of course content, specifically, is more productive and reliable. Why? Because they emphasize the learner and learning, and because they usually involve hard, objective data. Had the teacher (depending on the discipline) assessed the students’ ability to provide examples of writer’s block, impediments to initiating an internship in hospitality management, the correct procedure for calibrating a telescope, or the viability of the “submarine thesis” for the cause of World War I, the results are no longer the subjective opinion of students. That teacher now knows how the use of cooperative groups affects learning. However, the reasons why remain to be identified.

No matter the discipline (in our example—composition, hospitality management, astronomy or history), any one or more of the following reasons may explain student performance and mastery as a result of using cooperative groups:

- Homework preparation (reading, summarizing, problem solving, etc.)
- Note-taking (during lecture or during cooperative groups events)
- Listening skills
- Connecting text and lecture with group discussion
- Connecting (and valuing) personal experience with the academic content
- Pace—time available for group work
- Directions and rationale given for the group activity
- Group dynamics—all students involved
- Group leadership
- Previous group experiences of students (skills and attitudes)
- Instructional activities preceding the group activity, including lecture, discussion, media presentations, demonstrations or any writing across the curriculum strategies
Something as simple as taking notes during the group activity or providing a little more time for groups to complete the task may solve deficiencies in student learning. A little more challenging is the need to develop group leadership or listening skills. Students who have had little group experience or exhibit negative attitudes based on past experiences may need to have these issues addressed. If the teacher values the method and wishes to continue applying it, an entire class period may have to be devoted to training students and providing positive experiences. Determining why students are or are not learning usually suggests an obvious response. Sometimes, it does not!

Additional Assessment Resources

When either why learning is not satisfactory or how to respond to the assessment is unclear, take your “muddiest point” to a colleague (see Peer Review, Unit 3). An experienced senior faculty member may be able to interpret the situation, clearly and quickly. Remember, never are you more professional than when you seek the advice of a colleague. And most experienced colleagues remember a time when they sought similar help. But sometimes novice faculty feel more comfortable sharing with an equally inexperienced peer with whom they feel affinity (maybe through the LENs workshops). Much is to be gained from such conversation—no matter the experience level of their fellow teacher, even a first-year colleague.

Sometimes, asking a peer to observe classroom teaching and learning in action makes sense. You are so busy with teaching and monitoring student activity, you may not notice some significant pattern or detail. Some teachers videotape a class session to review in the quiet and privacy of their office. Some teachers will even take a big step by inviting their department chair or academic director to become involved—through conversation or a class observation—not for evaluation but for formative advice and counsel. Most supervisors are gratified to lend a hand and view the invitation as very professional.

We send you back to Classroom Assessment Techniques (1993) one more time, for its excellent discussion of “Planning and Implementing Classroom Assessment Projects” (Chapter 4). In particular, Angelo and Cross present two essential items for your consideration—“Ten Guidelines for Success” and “A Checklist for Avoiding Problems” (58-59). They provide, in a nutshell, the best advice in print for getting started and achieving the result you want.
### Personal Reflection and Workshop Preparation

1. Explain the difference between analysis and interpretation of assessment results.

2. Describe the common causes of inconclusive assessment results.

3. Create an assessment activity to assess the effectiveness of either a lecture or a laboratory exercise. Ask specific questions relating to both methodology and course content. (Prepare the assessment sheet.)

4. Identify three campus professionals (experienced colleague, novice teacher, administrator, etc.) who could provide help with either observing a class to gather assessment data or with whom you could discuss the analysis and interpretation of the assessment results. Why those people?
Faculty Peer Review

We present the complete documentation of a model faculty peer review program. This handbook illustrates the philosophy and process which you may adopt in part, revise or use as is. The handbook begins with a detailed description of the goals and elements of the process. Next, redacted samples of actual peer review documentation are reproduced. Two charts follow which provide an overview of timelines referenced to handbook guidelines and a procedure sequence key to the forms that follow. The handbook concludes with an inventory of eight blank forms which you may use as masters if you wish.
Faculty Peer Review Handbook

Faculty peer review at the college was initiated by the faculty in 1993. After a study by a joint committee of the faculty and administration, the program was approved and two years later was accepted by the Board of Trustees. After that, a joint committee worked out the details of the process. In 1997, the faculty members at the college participated in the process for the first time, completing this first cycle in 1999.

Faculty peer review provides a number of benefits. First, the use of faculty colleagues provides more complete information for faculty evaluation than was previously available. Since its beginning, the college has used student, self- and administrator evaluation; research has shown that each of these sources casts light on job performance. But colleagues, who are experts in both teaching and the discipline taught, provide invaluable additional information.

Faculty peer review, however, is far more than evaluation; it fosters collegiality and mutual respect. For new faculty members, it provides professional support in their first years at the college. For those who are tenured, the program provides opportunities for useful collaboration.

Although peer review occurs most frequently with probationary faculty members, those who have continuing contracts are encouraged to use the program for professional development. In fact, some of the most senior and accomplished teachers on campus have taken part. For faculty members with continuing contracts, this process can provide additional documentation of teaching skills, useful in supporting grant and award applications.

Goals of Peer Evaluation

- To make use of all available resources to enhance teaching.
- To further improve evaluation and achieve higher levels of reliability.
- To employ faculty expertise in reaching the highest academic and professional standards.
- To increase collegiality, mutual professional responsibility and shared decision making.
- To make the best possible employment decisions.

Procedure for Peer Review Evaluation

The peer review process is as follows (the flow chart, on page 73, shows this in graphic form):

Who Is Reviewed

According to contract, all probationary faculty members must be evaluated during the second and third years of their employment at the college. During the second year, the review is “formative”: the evaluation panel gives the person being reviewed a copy of the report, but does not provide it either to the administrator involved or that person’s personnel file. In the third year, however, the process is “summative”: the panel gives a copy of its report to the responsible administrator; and the report becomes an element in the decision about further employment. All probationary faculty members will have participated in a discussion about the peer review process during the first year of employment.

Faculty members with continuing contracts may choose to undergo peer review, but the decision for them is purely voluntary. They may choose either “formative” or “summative” review and it is only a one-year process.
Forming Peer Review Pools (Spring)

The first step in this process is deciding what groups of faculty members fit together for evaluation purposes. Since an important purpose of peer review is evaluation by someone who knows the field being taught, the reviewers should come from the same or a closely related discipline. This means that the majority of the “pool” of reviewers will come from the same discipline as the person being reviewed. Those evaluating someone in English, for example, will also be in English. Sometimes, however, the disciplines have too few members to provide enough reviewers willing to be involved in the process. Humanities is an example. In such cases, closely related disciplines can work together to form a pool of potential reviewers. The faculty members in each discipline will themselves decide which disciplines form the pool. If, in fact, the number of potential reviewers in a discipline seems too small, the academic director will make sure that a decision about forming a pool is made; the director will not, however, be involved in the decision itself.

Academic directors must ask for volunteers for peer review pools from faculty members with continuing contracts who have mastery of their disciplines and are effective teachers. Faculty members who are enthusiastic, flexible, sensitive and committed to the teaching profession should be encouraged to volunteer. Faculty members who have recently participated in the peer review process and have continuing contracts should be invited to be part of the pools. Their experiences while being reviewed will be an asset to the review panels. Asking for volunteers from another discipline will result in many benefits. This will be a necessity for small programs. The academic director will keep track of who has volunteered.

Forming Review Panels (Spring)

Three faculty members with continuing contracts will make up the panels. The person being reviewed will select one reviewer from the pool. The other two reviewers will be chosen by a random drawing from the pool. Again, the academic director will coordinate this effort (but not make or dictate decisions).

For many reviewers, participation can be a significant element of the division/branch/institutional category of their employee evaluations. Faculty members who agree to serve on a peer review panel are relieved of all additional committee assignments for the two-year period, if they so choose.

When a member of a review panel is unable to complete his/her term, the remaining panel members should consult the division representative to the Peer Review Council to identify possible replacement panel members. Then, with the academic director, a new member of the review panel should be selected.

All peer reviewers and candidates must attend the fall semester peer review orientation. The academic director must submit the names of peer review panel members to the Director of Staff Development and to the Chair of the Peer Review Council.

Inservice Orientation (August, required)
First Meeting (second week of September, required)

Once the panel is formed, it will hold a meeting with the person being reviewed. If there is an option, it will determine the type of evaluation, either “formative” or “summative.” It will also discuss and agree on the procedure, including forms and rating scales to be used. The person being reviewed will propose goals and methods for the process, submitting the Performance Appraisal Worksheet to the panel. The panel will agree on meeting dates and times.
**Successive Meetings (required)**

During the two-year process for probationary faculty members, meetings include discussion of philosophies of teaching, conversation about student skills and behaviors, exchanges of various instruction methods, and exploring how to develop a teaching style unique to the individual and compatible with the goals of the college. Certainly, among the most important meetings are those held to discuss the formative and summative reviews and reports.

During the second year of the probationary professor’s employment, the panel will advise the person being reviewed on ways of fulfilling the requirements of the college job description and evaluate his/her college and community activities according to criteria developed jointly by the panel and the person being reviewed and consistent with the college job description.

One meeting will be a focused interview with the person being reviewed concerning professional development within and beyond his/her discipline. This will include a discussion of currency within the relevant discipline, as specified by the college job description, and other activities he/she views as important. These may include Staff Development and the Center for Teaching and Learning opportunities. The person being reviewed should be encouraged to complete the Individual Development Plan (IDP).

**Class Observation (required)**

Each panel member will observe at least one (more visits are encouraged) typical class, as identified by the panel and the person being reviewed, and evaluate that class. The committee may do this as a group or individually, but each panel member must observe such a class. In assessing the class, the panel should consider the time of day, time of the semester and types of students in the class, and must be cautious in comparing what they see with that of other professors.

The panel will find it useful to meet with the person evaluated for a pre-observation discussion. The attached Pre-Observation Interview questions provide a list of points to discuss at this preliminary meeting.

The evaluator will rate the classroom performance using the Checklist for Classroom Visits or a similar form. Students in the class must complete the Student Class Reaction Survey at the end of class. After the class, the committee will find it useful to conduct a post-observation interview, using the attached Post-Observation Session questions or similar form.

**Candidate Visits/Observations (required)**

The person being reviewed will observe one class (or more) of each member of the peer review panel. The process and documents described above may be used. During the class session, the person being reviewed should also keep a log (informal) of particular strategies, events and any questions worth discussing after the observation.

**Evaluating Teaching Materials (required)**

The panel will evaluate a sample of the candidate’s teaching materials, including a syllabus, at least one prepared test, the instructions for at least one assignment, and a graded assignment or test. The person being reviewed may offer additional instructional items for discussion.
Student Interviews (recommended)

Interviewing student volunteers from one or more classes is recommended. This should ensue in the final month of the semester. Usually, the interviews are conducted with a small group of students (4-7) for approximately 12-15 minutes. Ask for volunteers who can take the few extra minutes (and who do not have a class next period). Use the attached Student Interview Questions or other questions agreed upon by the panel and the person being reviewed. The interviews may be taped. Tapes must be transcribed by Document Services and the tapes immediately erased. Only the transcription may be made available to the candidate. Recorders and tapes may be obtained from the Staff and Organizational Development Office.

Summaries and Reports (Summative due first week of December, Formative due first week of May)

At the end of each process, the panel will write a report, which they will discuss with the person being reviewed. A mid-review report is recommended. The formative report is given to the person being reviewed only. The formative document is shared with no one, nor is it placed in the personnel folder. Although it is not standard procedure to do so, a faculty member may opt at his or her discretion to submit the formative report to his or her personnel file and/or academic director. The summative report will be given to the academic director for use in the formal evaluation process. See the attached Peer Review Panel – Summative Report Guidelines.

Candidate Feedback (required)

At the conclusion of the process, the person being reviewed will provide feedback about the peer review process. The attached Peer Review Feedback form must be completed and submitted to the panel.

Privacy

Throughout the entire process, every interview, observation, discussion, conversation and document involved with the Faculty Peer Review process must remain confidential. It is essential for the well-being of the person being reviewed, the panel members and the program itself that complete privacy be maintained during and after the experience. All involved agree to abide by this rule: It is mandatory that all information and documents used in this process be kept absolutely confidential, except as provided for by other college policy and state law. Upon completion of the process, all documents must be destroyed or given to the candidate. However, in summative reviews the panel must retain a file containing all completed forms. This file and any personal notes must be maintained in a secure space.

Collaboration

Collaboration is the key to the success of this process. If the person being reviewed has questions or suggestions, he/she should not hesitate to contact the panel. Similarly, panels with questions or suggestions should contact the Faculty Peer Review Council. If the panel and person being reviewed do not agree on the procedure for the peer review, the peer review council may be asked to mediate the process.
Sample Documentation

The following samples have been redacted to maintain privacy. Items B-F resulted from the combined efforts of each peer team. That is, individual members visited different class sessions of the candidate, took notes, and then collaborated to focus on the most important and, especially, the most consistent behaviors for the various reviews and reports.

Items A and B are the work of one team during year two, and items C-F chronicle another team’s work during years two and three. Item B is quite different in form and style from the other classroom visitation summaries. Even so, it addresses each of the areas listed on the checklist. These samples are provided to give you a sense of the style, tone and development of a typical document—no more, no less.

A. Performance Appraisal Worksheet
B. Summary Report of Peer Review Program (formative)
C. Classroom Visitation Summary (formative review—2nd year)
D. Student Interviews (summary from transcript)
E. Classroom Visitation Summary (formative review, but preparation for the summative report—3rd year)
F. Summative Report (3rd year)
Performance Appraisal Worksheet

Name: ___________________________________________ Date: ____________________

1. Areas on which I intend to focus my attention during the peer review period:
   • Because I’m new to the college, I would appreciate informal conversation about my grading of student projects—amount and quality of feedback and my grading standards.
   • I have used conferences rather extensively in the past, but I have more students now. I would like advice on how to integrate conferencing and large numbers of students.
   • Professional development possibilities—computer training and internationalizing courses.
   • I’ve noticed the college pushes collaborative groups in the classroom. I intend to incorporate this strategy and will need help from you and/or others.
   • I also want to develop something innovative, and positive, concerning attendance.

2. Data, methods and steps I wish to be used in my review:
   • Besides the classroom visits and other documentation prescribed by the Faculty Peer Review, I would like to have two or three of my classes videotaped by the Television Department. Then, my team and I can view the tape away from the classroom and discuss the instructional performance.
   • I will copy graded exams and papers for peer review team feedback. Maybe you can share some of yours.
   • I’d like to meet with you at least once a month during the first semester, maybe less after that.
   • I’d like some help with the student evaluation forms and reports. Is there a workshop that explains them?

3. Circle your preferences:

   I desire / do not desire that peer review be part of my evaluation process.
   I desire _______ / summative peer evaluation.

4. Other comments:

   As this will be my second contract year, peer review will not be part of my evaluation and all peer review reports will be formative in nature. Next year, my third, my annual evaluation will include peer review summative reports.
MEMORANDUM

TO:  
FROM:  
DATE:  
SUBJECT: Summary Report of Peer Review Program (Formative)

Because every class period has unique moments, creating both highs and lows in instructional success, we have collated our reactions. Our purpose: to create consistency in our observations as well as suggestions. We believe this approach will provide effective and efficient mentoring activity for the remainder of the Peer Review Program.

Your Peer Review team visited different classes and sections and met with you individually several times. Our observations:

You are very animated in the classroom, modulating your voice and emotional intensity nicely. Clearly, we noticed much enthusiasm for the work at hand, using gestures to drive home a point. You move around the room, smile and provide encouragement frequently. Students are receptive — both to you and the assignments.

Professional development and organizational involvement are outstanding. You have been involved with the professional community this year, participating in the American Education organization, hosting its fall and spring meetings/workshops/award ceremonies — an excellent public relations gesture as it allows high school teachers and their students the opportunity to see aspects of our program at the college. You also attended the winter planning meeting in January. As a member of an academic fraternal organization, you attended both the fall and spring meetings of the organization and coordinated the annual retreat.

You have maintained currency in the field through your involvement in the Community College Consortium and the Education Research Group, both national organizations. Currently coordinator of the community college forum of ERG, you coordinate workshops and learning sessions for the organizations’ two national conferences.

Student interviews and surveys indicate much comfort with you, many commenting that you really care about your students and they are very comfortable talking with you. They also note you are very available — both with time and in spirit. The student surveys do not reveal any problem areas and consistently A’s and B’s for just about all questions. It seems you know your students, and they know you. And that’s good.
Our suggestions:

1. We feel collaborative learning strategies might help involve students more actively. Indeed, focusing on specific group tasks could reduce the emphasis upon the instructor.

2. Student response to questions was limited and then to only a few students. Two possibilities: First, ask the students to respond on paper (or in small groups) to one or two questions. Then, open the discussion to the full class who now might have something to say. Second, “hang-time” for a difficult, but worthy, question might be extended. Thirty seconds of critical thinking might help you avoid having to answer your own questions. On the other hand, try to resist asking any question you expect you probably will have to answer yourself. Some questions appear to be rather narrowly focused, limiting student response. We have specific suggestions which we will discuss with you.

3. Instructional media needs to be updated and made more visually attractive (and readable). Overhead transparencies need attention. Too much copy (text) on some overheads. Use handouts. In fact, some overheads became handouts later in the class. Why not give students the handouts at the beginning; then, students can write notes on the handouts. Clarity of some overheads is a problem, some not easy to see or read just a few rows back. Generally, static overheads create static students (not always). PowerPoint could enhance presentations in three ways: First, the color and clarity make for better reading. Second, you have the option of presenting by computer (progressive disclosure) or by color transparency. Third, PowerPoint doesn’t allow for so much text per screen. As a result, students might not be visually overloaded. Caution: PowerPoint can reduce instruction to a passive slide show. However, there are some nifty strategies for involving students. We’ll show you!

4. Another element of active learning — notetaking — was noticeably absent in two of the classes. We all have to remind students to engage in active listening (which includes some notetaking). However, we will discuss specific strategies that foster this activity.

5. Although student behavior was appropriate, only about a third of the class seemed actively involved, verbally responding or asking questions. On any day, this can happen to the best instructor, but we think specific strategies can improve those numbers. We’ll chat about those.

6. The scale of some projects needs to be reduced and then component parts dealt with one at a time. Students appeared overwhelmed, especially with the evaluation guide.

Of course, each class was different, each representing a different challenge. We have already discussed any issues relating to those differences with you individually.

The remainder of this year and into the next, we will work with you on specific classes, helping you to implement the six suggested areas of instructional development. We should also mention our working with you has been a genuine pleasure. We remain your faithful servants; don’t hesitate to ask for help or advice. Thanks!
PEER REVIEW SUMMARY

CLASSROOM VISITATION

Instructor: ___________________ _  _ Observers/Review Panel: ____________________________

The following is a checklist of characteristics rated during the classroom observation. Each of the five areas observed was rated on the following scale:

(1) Needs some improvement  (2) Satisfactory  (3) Superior

I. **Knowledge of Subject:** How well does the instructor demonstrate knowledge of the subject he/she is teaching?  
   **Rating: 3**
   
   A. Exhibits a broad, up-to-date knowledge of the subject. Referenced current research and drew upon own professional experience and expertise in relating content to students.

   B. Knowledge base is clearly superb. However, could strengthen position as a content expert by approaching difficult questions in a different way. For example, when students raise questions about a difficult concept, such as ________, rather than stating "I'm not exactly clear on it either...", try one or all of the following approaches: (1) Take adequate time to reflect on the question. If not feeling comfortable addressing the question, simply state: "This is a tough concept, let me think of a better way to convey the idea and we'll discuss it next hour..."; (2) Encourage students to think on the concept and share their understanding, or unique way/s of comprehending the concept; (3) Let the question become the "question of the week" and defer discussion; (4) Follow up with clarification at a future class time and revise for the following year (e.g., use visual ways to convey the essence of the concept using PowerPoint pictures).

II. **Organization of Class:** How well does this instructor select and prepare the materials and format for the class?  
   **Rating: 1**
   
   A. Needs to provide more structure and direction in the classroom. The following strategy is recommended: (a) Tell the students what you are going to tell them; (b) Tell them; (c) Tell them what you told them.

III. **Classroom Management:** How well does the instructor perform responsibilities related to management of the classroom?  
   **Rating: 3**
   
   A. Effectively communicated with each student. Maintained eye contact when interacting with students, and recognized their knowledge base. Attentively listened to their questions and responded in a positive manner.

IV. **Instructional Techniques:** How effective are the instructional techniques used by the instructor?  
   **Rating: 2**
   
   A. Very enthusiastic about the subject and profession. Throughout the presentation raised important questions and kept the students' interest by using a PowerPoint slide show.
The panel offers the following recommendations:

1. Continue working with PowerPoint addressing each slide. Avoid “jumping over” slides, dismissing them as “knowledge the student already knows.” Use the opportunity to reinforce learning; link the review with what is being taught in the current session, and tie concepts into what will be taught in future class sessions.

2. Take steps to remain centered on the topic. This would include deferring student questions that address concepts/issues that are more advanced and/or planned for future discussion. Positively acknowledge such questions and encourage students to retain the thought or idea. Return to the issue when the subject/topic is scheduled for discussion.

3. Work through several ______ situations or case scenarios, designed to stimulate thinking and problem solving, an effective way to both promote review of concepts and sharpen thinking skills.

V. Student Rapport: How well does the instructor work with students?

Rating: 3

A. Very interested and concerned about student learning. Asked relevant questions and the students were respectful and attentive throughout the entire class period. It was evident that the students enjoyed this instructor’s enthusiasm as both a professional and as a teacher. Nonjudgmental and open to student comments.
The following is a summary of basic themes that were conveyed during the student interviews.

The committee heard the students express the following ideas:

1. Overheads/PowerPoint presentations are helpful. The visual color and variety enhance learning and keep their attention. PowerPoint also provides more opportunity for the student to sit and listen, knowing the information is available.
2. Too many concepts are introduced at one time before mastering basic concepts.
3. Some homework and/or outside projects would be beneficial (e.g., patient scenarios asking students to project ventilator settings).
4. The “question of the week” idea is very beneficial and promotes thinking.
5. Closer correlation between theory and applications (e.g., more opportunity to work with the equipment when studying the equipment).
6. Collaborative projects are excellent. Students like the hands-on experience.
7. Students appreciated the “board” game and informal time to review concepts.
8. Structuring of the course and classroom activities should move from simple to complex.
9. Students have difficulty distinguishing between essential/critical concepts and those that are “nice to know.”
10. Students do not feel high level stress in the classroom, especially when PowerPoint presentations are used and students can sit and digest information.
11. Students would like classroom activities to be more structured and to follow a logical flow from simple to complex concepts.
12. Validation of learning should be checked more frequently. If students are having difficulty comprehending content, perhaps additional tests and/or practice exams could be offered.
13. One-on-one interactions between instructor and students are very personable and effective. Students sometimes feel frustrated in the classroom environment because of insufficient structure and inadequate organization of the content.
14. Students conveyed that “every class” stands out as a learning experience.

It was an extreme pleasure for the committee to have this opportunity to be a part of your personal efforts to grow and develop as an effective teacher. The experience reminded all of us of important issues in classroom teaching, and our need to validate learning with students and teaching style with each other.
PEER REVIEW SUMMARY

CLASSROOM VISITATION

Instructor: ________________________ Observers/Review Panel: ________________________

The following is a checklist of characteristics rated during the classroom observation. Each of the five areas observed was rated on the following scale:

(1) Needs some improvement  (2) Satisfactory  (3) Superior

I. Knowledge of Subject: How well does the instructor demonstrate knowledge of the subject he/she is teaching?

Rating: 2.5

As demonstrated previously, exhibits a broad, up-to-date knowledge of the subject. Draws upon _______ experience and expertise in relating content to students. Although did not seem quite comfortable with the _______ content, does convey indepth understanding of _______ content. However, needs to work on ways to clearly communicate _______ knowledge of concepts to the students. Use of visual aids to help convey concepts such as _______ would increase confidence in teaching tough concepts and enhance learning.

II. Organization of Class: How well does the instructor select and prepare the materials and format for the class?

Rating: 1

Clearly demonstrated improvement in terms of beginning the class with more structure. Identified class objectives and goals, reviewed concepts taught in previous classes and defined terms. Content organization throughout the majority of the presentation, however, does not consistently relate how the material relates to previously studied concepts; tends to jump from one idea to another rather than completing discussion of the topic before introducing another. New concepts were mentioned but not adequately addressed or deferred to future discussions.

III. Classroom Management: How well does the instructor perform responsibilities related to management of the classroom? Rating: 3

All students were in class on time and prepared to begin. Students are comfortable speaking in class and asking questions; instructor makes each student feel valuable. Exhibited greater self-awareness (e.g., noting how the teacher tended to speak to one side of the classroom) and was more confident fielding questions from the students. Recommend paying close attention to scheduled break times.

IV. Instructional Techniques: How effective are the instructional techniques used by the instructor.

Rating: 2

Clearly is enthusiastic about the subject and teaching. Students collectively commented on the instructor’s energy. Promoted discussion, asked if students had questions, and did a better job of reviewing concepts rather than assuming content was learned. Again, needs to continue working on staying focused rather than allowing thoughts _______ too far away from the subject matter. Students also commented on this tendency and noted that it would be more effective to ‘either talk to us without the use of PowerPoint, or make PowerPoint presentations match or follow the handout.’ Students are somewhat frustrated when flow of ideas is not congruent with the handout being used. Recommend continue working on incorporating teaching techniques that stimulate higher level thinking and learning. Presentation centered around the lecture method. Use of props, small group work and case situations are several techniques that would enhance critical thinking, improve comprehension and capitalize on this individual’s strengths as a teacher.

Module 5 • Classroom Assessment: Formative Strategies 69
Rather than telling students the content will not be on the test, emphasize the importance of knowing the information for effective practice. Help students to see connections between theory and practice and across disciplines. Work on telling the students the connection between practice (how to) and lecture (why). For example, re-emphasize or point out the importance of knowing _____ and _____ for the purposes of effectively and safely _____ or explain why a basic understanding of a _____ assessment is essential in determining the effectiveness of _____ measures.

V. Student Rapport: How well does the instructor work with students? 

Rating: 3

Without question, students enjoy this instructor, who is interested in students and listens to their points of view. Encouraged students to access other resources for important information, and is open to student comments. Enjoys interacting with students on a personal, friendly level; nevertheless, this teacher needs to be sensitive to the importance of maintaining a professional distance that promotes a working relationship between student and instructor, and commands respect of one another’s time and space.
I. Goals/Recommendations (date)

A. Provide more structure and direction in the classroom.
   1. Deal with complex content questions more effectively.
   2. Organize content to improve logical flow of ideas, moving from simple to complex.
   3. Outline plan, implement the plan, and summarize essential points.
B. Use opportunities to reinforce learning by reviewing content rather than assuming students are comfortable with the material (e.g., skipping over slides).
C. Stay centered on the topic. Defer student questions that address content planned for future presentations or require 1:1 discussion with that student.

II. Summary of Classroom Visitation (date)

A. Overall, improvement was demonstrated and recommendations made in the (date) peer review session were addressed, some to a greater extent than others. The following recommendations for continued growth are based on observations made in both classroom visitations.

III. Recommendations for Continued Growth

A. Work on identifying teaching techniques and methodologies that help communicate knowledge of concepts to students.
B. Continue developing organization schemes and tactics that facilitate logical flow of ideas and demonstrate connections between theory and practice.
C. Develop personal strategies for staying centered on the topic.
D. Incorporate a variety of teaching modalities that promote higher-order thinking and enhance comprehension and learning.

IV. Recommendations to the College

A. This instructor is a valued member of an excellent educational program. Style both contrasts and complements fellow colleagues. The committee is unanimous in recommending continued employment.
B. Pair this instructor with a college mentor to cultivate classroom organization skills and instructional techniques that promote higher-level learning.
C. Provide flexible curriculum that maximizes instructor’s strengths (e.g., optimize this instructor’s strengths as a small group facilitator and hands-on teacher while cultivating abilities as lecturer through a mentorship program).
**TIMELINE FOR FORMATIVE AND SUMMATIVE REVIEW**

New faculty will participate in the formative review process during their second year of employment and the summative review during their third year. Tenured faculty may choose either the formative or summative review process.

### FORMATIVE REVIEW

<table>
<thead>
<tr>
<th>DEADLINE</th>
<th>ACTION</th>
<th>INITIATED BY</th>
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<tbody>
<tr>
<td>Spring</td>
<td>Form Pool of Reviewers</td>
<td>Academic Directors</td>
</tr>
<tr>
<td>Spring</td>
<td>Form Review Panels</td>
<td>Academic Directors</td>
</tr>
<tr>
<td>August</td>
<td>Inservice Orientation</td>
<td>Peer Review Council</td>
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<td>Candidate and Reviewers</td>
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<tr>
<td></td>
<td>Must Attend</td>
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<tr>
<td>Second Week of September</td>
<td>First Meeting to Agree</td>
<td>Review Panel</td>
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<td></td>
<td>on Process</td>
<td></td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>Classroom Visits</td>
<td>Review Panel</td>
</tr>
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<td></td>
<td>Student Class Reaction Survey</td>
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<td></td>
<td>Student Interviews</td>
<td></td>
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<td></td>
<td>Develop IDP (Individual Development Plan)</td>
<td></td>
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<tr>
<td></td>
<td>Regularly Scheduled Meetings</td>
<td></td>
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<tr>
<td>First Week of May</td>
<td>Formative Summary to Candidate</td>
<td>Review Panel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Second Week of May</td>
<td>Feedback Form to Panel</td>
<td>Candidate</td>
</tr>
</tbody>
</table>

### SUMMATIVE REVIEW

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<th>DEADLINE</th>
<th>ACTION</th>
<th>INITIATED BY</th>
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<tr>
<td>August</td>
<td>Inservice Orientation</td>
<td>Peer Review Council</td>
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<td>Candidate and Reviewers</td>
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<td>Must Attend</td>
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<td>Second Week of September</td>
<td>First Meeting to Agree</td>
<td>Review Panel</td>
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<tr>
<td>Fall</td>
<td>Classroom Visits</td>
<td>Review Panel</td>
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<td>Student Class Reaction Survey</td>
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<td>Develop and/or Finalize IDP</td>
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<td></td>
<td>Regularly Scheduled Meetings</td>
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<tr>
<td>First Week of December</td>
<td>Summative Summary to Candidate and Academic Director</td>
<td>Review Panel</td>
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<td>Second Week of December</td>
<td>Feedback Form to Panel</td>
<td>Candidate</td>
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**PEER REVIEW PROCEDURES**

- Tenured faculty members volunteer for review pools.

- Faculty members in each discipline meet to determine pools.

- Panel chosen in discipline.

- Faculty members selected to undergo peer review.
  - Probationary, 2nd and 3rd Year
  - Tenured
  - Mandatory
  - Tenured
  - Chooses Peer Review

- Panel meets with candidate to discuss process.

- Panel members visit class, rate candidate, evaluate teaching materials. Candidate observes panel members’ classes.

- Panel interviews candidate.

- Panel interviews students.

- Panel writes summary, discusses with candidate. In summative reviews, panel gives copy to academic director and inserts summary in candidate’s file.

- Candidate completes Peer Review Feedback form. This is put in file of proceedings.
Blank Peer Review Forms

The following forms, referenced earlier in this handbook and indicated in the preceding flow chart, may be used by panel members (and the candidate) as they complete each stage of the review process. The forms include recommended points to consider or questions to ask the candidate or students. Other questions may be more appropriate and more meaningful for your circumstances. Please include notes of the particular circumstances of your observation or discussion session.

Forms:
1. Worksheet for Scheduling Peer Review Activities
2. Performance Appraisal Worksheet
3. Pre-Observation Interview (questions)
4. Checklist for Classroom Visit
5. Student Class Reaction Survey
6. Post-Observation Session
7. Student Interview Questions
8. Summative Report Guidelines
9. Peer Review Feedback

Note: These forms may be reproduced as needed by the panel and the candidate.
<table>
<thead>
<tr>
<th>Peer Review Meetings:</th>
<th>Dates:</th>
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</thead>
<tbody>
<tr>
<td>First meeting</td>
<td></td>
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<td>Teaching styles meeting</td>
<td></td>
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<td>Job description meeting</td>
<td></td>
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<tr>
<td>Professional development meeting</td>
<td></td>
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<tr>
<td>Class observation</td>
<td></td>
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<tr>
<td>Pre-observation</td>
<td></td>
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<tr>
<td>Class observation</td>
<td></td>
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<tr>
<td>Panel meeting</td>
<td></td>
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<td>Post-observation</td>
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<td>Candidate observations</td>
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<td>Teaching materials meeting</td>
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<td>Student interviews</td>
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PERFORMANCE APPRAISAL WORKSHEET

Name: _____________________________________________ Date: ______________________

1. Areas on which I intend to focus my attention during the peer review period:

2. Data, methods and steps I wish to be used in my review:

3. Circle your preferences:
   
   I desire / do not desire that peer review be part of my evaluation process.

   I desire formative / summative peer evaluation.

4. Other comments:
PRE-OBSERVATION INTERVIEW

In the pre-observation interview, the observer obtains information from the instructor concerning his or her class goals, students, and particular teaching style. The interview schedule listed below provides a brief, structured way of obtaining such information.

1. Briefly, what will be happening in the class I will observe?
2. What is your goal for the class? What do you hope students will gain from this session?
3. What do you expect students to be doing in class to reach stated goals?
4. What can I expect you to be doing in class? What role will you take? What teaching methods will you use?
5. What have students been asked to do to prepare for this class?
6. What was done in earlier classes to lead up to this one?
7. Will this class be generally typical of your teaching? If not, what will be different?
8. Is there anything in particular that you would like me to focus on during the class?
9. Explain how you will be observing and recording during the class. Settle the issue of whether you will be introduced or not.
CHECKLIST FOR CLASSROOM VISITS

Instructor: _____________________  Observer: ___________________  Date: ________

Type of class observed:

____ General lecture/discussion/demonstration  ______ Open laboratory or studio

____ Integrated lecture/laboratory or studio  ______ Activity

____ Instructional lab or studio

The following is a checklist of characteristics to rate during the classroom observation. Each of the five areas observed is to be rated on the following scale:


1. Knowledge of Subject.

How well does this instructor demonstrate knowledge of the subject he/she is teaching?

1  2  3

e.g., Exhibits a broad, accurate, up-to-date knowledge of the subject needed to teach at the college level.

Comments:

II. Organization of Class.

How well does this instructor select and prepare the materials and format for the class?

1  2  3

e.g., Gives the students a clear overview of the material to be covered and relates it to the objectives of the course. Frames the class session so that students understand how the material fits with that studied previously or to be undertaken. Selects and/or develops effective and engaging examples, case histories, samples, models, etc. Provides effective and engaging instructional media (handouts, transparencies, PowerPoint programs, etc.) when appropriate.

Comments:
III. Classroom Management.

How well does this instructor perform responsibilities related to management of the classroom?

\[ 1 \quad 2 \quad 3 \]

e.g., Communicates effectively. Monitors student response; responds appropriately. Deals with disruptive or dominating students effectively – Arrives on time prepared to begin the class. Concludes class session effectively.

Comments:

IV. Instructional Techniques.

How effective are the instructional techniques used by this instructor?

\[ 1 \quad 2 \quad 3 \]

e.g., Uses clear and understandable questions – Exhibits enthusiasm for the subject – Promotes class discussion (where appropriate) – Promotes active learning (writing, collaborative groups, modeling, problem-solving, any opportunities for class participation and interaction) – Employs techniques that stimulate students to high intellectual efforts – Encourages higher-level learning in addition to necessary memorization.

Comments:

V. Student Rapport.

How well does this instructor work with students?

\[ 1 \quad 2 \quad 3 \]

e.g., Encourages learning and values student questions. Encourages students to seek assistance outside when needed – Displays concern for student learning and development – Displays sensitivity to student problems, points of view, and diversity. Promotes the class as a community of learners.

Comments:
STUDENT CLASS REACTION SURVEY

I would like to know your reactions to today’s class. Please read each of the statements below and circle the letter corresponding to the response that best matches your reaction in today’s class. Your choices are:

a. No improvement is needed. (Terrific! This works for me. Keep it up.)
b. Little improvement is needed. (Maybe a ragged edge or two, but nothing to lose any sleep over.)
c. Improvement is needed. (Not awful, but this merits some attention.)
d. Considerable improvement is needed. (This is causing me problems. Please help.)

Today, the instructor...

1. Limited the scope of the lecture to a manageable amount of material. a  b  c  d
2. Made it clear why the material might be important. a  b  c  d
3. Told us what we would be expected to do with the material (memorize it, use it to solve problems, or whatever). a  b  c  d
4. Highlighted the key ideas or questions. a  b  c  d
5. Presented plenty of good examples to clarify difficult material. a  b  c  d
6. Used methods to involve us actively in the learning process. a  b  c  d
7. Provided enough variety to keep us reasonably alert. a  b  c  d
8. Found ways to let us know whether we were understanding the material. a  b  c  d
9. Helped us summarize the main ideas we were supposed to take away from class. a  b  c  d
10. Let us know how we might be tested on the material. a  b  c  d
11. Provided in-class exercises or a take-home assignment so that we could practice using the material. a  b  c  d
12. What is your overall rating of today’s class?
   a. Excellent
   b. Good
   c. Satisfactory
   d. Fair
   e. Poor
13. What made you rate today’s class as high as you did?
14. What kept you from rating today’s class higher?
15. Was today’s class session representative (typical) of this instructor’s teaching (classroom performance)? If so, how? If not, what was different?
POST-OBSERVATION SESSION

In this phase, the observer helps the instructor to analyze what happened in class. The following set of questions provides ways to initiate the follow-up discussion. The observer can reinforce and add to the instructor’s perceptions by referring to the log of class events.

1. In general, how did you feel the class went? Was it a normal session in your opinion?
2. How did you feel about your teaching during the class session?
3. How did you feel about the students during the class session?
4. Is there anything that worked well for you in class today – that you particularly liked? Does that usually go well?
5. Is there anything that did not work well – that you disliked about the way the class went? Is that typically a problem area for you?
6. What were your teaching strengths? Did you notice anything you improved on or any personal goals you met?
7. What were your teaching problems – areas that still need improvement?
8. Do you have suggestions or strategies for improvement?
9. What kinds of help do you need to improve aspects of your teaching?
10. Did having an observer in the classroom affect the class?
STUDENT INTERVIEW QUESTIONS

The interview should take 10 minutes. These questions are suggested to encourage the student to talk about their experiences in class.

1. What do you think the instructor was trying to teach this semester?

2. In your opinion, what teaching techniques were most effective?

3. Is there one specific class period that stands out in your mind as memorable, where you walked out of class feeling you had really learned something? Describe the class.

4. What would you change in this class to improve it? What would you keep the same?

5. Would you enroll in another class with this instructor? Why or why not?

6. Would you recommend this course to a friend? Why or why not?

7. If your friends planned to take this course with this instructor, what can they expect? Describe.
I. Goals/Recommendations following second year evaluation

II. Were these goals accomplished?

III. Recommendations for continued growth

IV. Recommendation to the college
PEER REVIEW FEEDBACK

1. I have a clear idea of the results expected of me in my job. ____  ____
2. I had an opportunity to meaningfully participate in discussing the measures to be used in the peer review process. ____  ____
3. I understood the criteria used to evaluate my performance. ____  ____
4. My peer review was helpful in identifying actions I may take to improve my performance. ____  ____
5. My peer reviewers accurately assessed my job performance. ____  ____
6. Overall I am satisfied with my peer review. ____  ____
7. I have suggestions for improving the peer review process. ____  ____

Comments:

Signature ___________________________ Date ___________

A copy of this should be attached to the final panel summative report. The candidate is encouraged, but not required, to send a copy of this to the Peer Review Council.
SURVEY

The following survey is intended to help you learn–discover–issues, behaviors and strategies that will enhance your success as a student in this course. The special focus of this survey is achieving the goal of perfect attendance for the entire semester. As a community college student, you most likely commute, and that presents special challenges. We will not collect or tabulate the results of your survey. Instead, the purpose is personal reflection about the ideas and a springboard to group and class discussion.

The survey is long, yet honest answers now will provide spirited discussion at our next class meeting and success during the semester. Just circle the appropriate response: Yes No

1. Transportation
   a. Have you assessed the condition of your car (heater, defroster, battery, brakes, ignition, tires, windshield wipers)? Yes No
   b. What about accessories (ice scraper, de-icer, spare tire, jack)? Yes No
   c. Have you recently completed recommended maintenance (oil, filter, lube, plugs, fluids)? Yes No
   d. Car pooling–Have you identified reliable classmates with compatible schedules and mechanically sound cars? Yes No
   e. Is your car gassed up the night before classes? Yes No
   f. Do you lock your car if kept outside? Yes No
   g. Do you have a contingency plan in case your car will not get you to class (someone you can call on short notice)? Yes No

2. Work
   a. Any anticipated schedule changes? Yes No
   b. Will your supervisor allow fewer or different hours during mid-term and final exams?
   c. Does your supervisor “understand” your role as a college student. Yes No
   d. Is your work hour load compatible with your credit hour load? In other words, for every three-credit-hour course, reduce a full-time work week by four hours. (Example: 15 credit hours = a maximum of 20 work hours per week) Yes No
   e. If your current job isn’t ideal for your student role and needs, have you explored college or community resources for finding a better work situation? Yes No
3. Home
   a. If you live with your family, do your relatives understand your student role (a general question, but do they understand the work, study, stress, challenges, schedule, etc.)?  
      Yes    No

   b. Are they supportive?  Yes    No  Have they expressed that?  Yes    No

   c. Is the home atmosphere conducive to study (quiet time and/or a quiet study space)?  
      Yes    No

   d. Do you keep family members (who, of course, are interested in your success) informed about your progress, challenges and needs? Do you seek their advice?  Yes    No

   e. If you live with roommates, are these people also students?  Yes    No  Do they appreciate and support your student role?  Yes    No

4. Campus Resources
   a. Have you established a professional relationship with a campus counselor (for “well visits,” not just crisis control)?  Yes    No
      Have you explored career and academic interests and goals?  Yes    No
      Have you discussed any personal challenges and needs?  Yes    No

   b. If your school has a math, writing and/or study skills center, have you located them?  Yes    No
      Considering these resources are free to students, do you plan to use them?  Yes    No

   c. Have you located all of your instructors’ offices?  Yes    No
      If your teacher doesn’t schedule early semester conferences, have you dropped by just to say hello?  Yes    No

   d. If your schedule doesn’t match well with your instructors’ office hours, have you inquired about other convenient times?  Yes    No

5. Health
   a. Do you get enough sleep?  Yes    No

   b. Do you eat nutritious meals, including breakfast?  Yes    No

   c. Do you practice a healthy lifestyle—vitamins, fluids, responsible behavior regarding alcohol, exercise?  Yes    No

   d. Do you manage stress?  Yes    No

   e. If you become ill, do you seek professional attention immediately?  Yes    No
6. Social /Leisure

a. Do you plan your “party time” for nights before classes?  
   Yes  No

b. Do you plan for both study and fun?  
   Yes  No

c. Does television viewing interfere with study time?  
   Yes  No

   If “yes,” any way to change that?  
   Yes  No

d. Holiday plans—any class conflicts with spring break or that holiday trip?  
   Yes  No

e. Do your family members or friends understand how your student role may conflict with their leisure plans?  
   Yes  No

f. Do you have a “reward system” so your social/leisure interests follow, not precede, your school work?  
   Yes  No

7. Academic Behaviors

a. Do you schedule your study times (that is, actually write out a weekly/daily schedule or use a calendar)?  
   Yes  No

b. Are you prone to procrastination (many people are)?  
   Yes  No

   If it is a problem, what can you do to overcome that?

c. Do you break your study time into one-hour blocks—to avoid fatigue, to avoid procrastination, to fit your work/school schedule?  
   Yes  No

d. Do you have a study partner—to review for exams, to avoid procrastination, to help with understanding?  
   Yes  No

e. Do you use active learning strategies (underlining key passages, writing brief descriptions and questions in the text’s margins, outlining the chapters or articles—anything to force you to interact with the material and to keep you . . . awake)?  
   Yes  No

f. Once the semester is under way, do you try to make contact with your teachers in their office at least once a month (brief visits)?  
   Yes  No

g. Do you keep your graded quizzes and exams to use as a study resource and your graded papers to guide revision and proofing for the next projects?  
   Yes  No

8. Other Behaviors

a. Do you pack all books and assignments the night before classes?  
   Yes  No

b. Do you have a plan for arriving on campus early (for example, before class having coffee or a soft drink at the campus cafeteria or spending an hour or so reviewing with classmates at the library)?  
   Yes  No
c. If you have children, do you have a contingency plan for dealing with sick kids or school cancellations?  Yes  No

d. If you do not have your homework finished, are you inclined to cut the class?  Yes  No

e. If you use a home computer, do you always save on the hard drive and a disk?  Yes  No

Do you always test your printer early in your typing?  Yes  No
Do you always print a hard copy back-up?  Yes  No

f. If you do not have a computer, have you explored acquiring one?  Yes  No
(Campus faculty and computer center staff can be a wonderful resource for practical advice.)

g. If you are going to be late for a class (as little as 5 minutes or as much as 40 minutes), are you likely to cut the class instead of attending?  Yes  No

h. When you arrive home from classes, do you take your books (or bookbag) out of the car?  Yes  No

i. Do you have a “safety net”—the names and phone numbers of four students in each of your classes to call for clarification of assignments or for a ride should your car not start?  Yes  No

✦✦✦✦✦✦✦✦✦✦

After you have completed the survey, go back to the beginning and circle the letter of any question you think has a direct impact on attending class regularly.

✦✦✦✦✦✦✦✦✦✦

Make sure you bring your completed survey to the next class. Thanks!