

EDUC 472: Teaching Strategies Evaluation of Performance



Teacher Candidate

District

Clinical Teacher

Date

School

Grade Level

University Supervisor

EDUC 472 Instructor



To help evaluate the potential of each of our credential candidates, we request your feedback regarding his/her experience in your classroom. Please rank him/her by checking the appropriate level on each of the following items. Explanation of low ratings would be appreciated.

Thank you in advance for your time!

The Candidate:

1 Not Present		2 Emerging	3 Competent	4 Exceptional
1. Displayed energy, enthusiasm, and commitment to teaching.				
2. Arrived promptly and remained for the agreed upon time.				
3. Demonstrated ability to learn about students.				
4. Demonstrated ability to design lessons based on students' needs.				
5. Displayed sensitivity to special needs students.				
6. Prepared and taught 3 well-developed and engaging lessons.				
7. Demonstrated ability to accept and reflect upon feedback.				
8. Demonstrated ability to infuse on-going assessment in his/her lessons.				
9. Elicited positive student participation, including whole group & small group instruction.				
10. Demonstrated effective classroom management techniques.				
11. Overall impression of the candidate:				

Evaluating Teaching

Jerry B. Ayers, Mary F. Berney



Evaluating Teaching:

Evaluating Teaching Effectiveness Larry A. Braskamp, Dale C. Brandenburg, John C. Ory, 1984-10-01 Evaluating Teaching Effectiveness is a practical guide intended to assist faculty members and educational administrators in the critical analysis design and implementation of teaching practice evaluation Evaluation of teaching should be assessed from a variety of perspectives since no single piece of evidence collected from one source is sufficient to judge the competence of a teacher This view is based on testing and experimenting carried out by the authors on their own campuses for application on any campus or college In order to evaluate teacher effectiveness it also important to take the purpose of the evaluation into account *Evaluating Teaching* Kenneth O. Doyle, 1983 With special applicability to higher education Doyle reviews the

essential literature on teacher evaluation building several paradigms that are creatively flexible yet offer the tightness necessary to develop a teacher evaluation process He creates a critical concept to identify generalizable teacher behaviors that could be evaluated for all teachers nomothetics and the development of behaviors and practices that relate to single situations or are unique to one institution ideographics Includes figures and tables that support the text visually ISBN 0 669 03613 7 20 95 **Evaluating Teaching** James H. Stronge, 2005-11-02 This invaluable resource demonstrates how to foster the development of highly qualified teachers through designing and implementing a solid teacher evaluation system

Evaluating Teaching James H. Stronge, 2005-11-02 Foster the development of highly qualified teachers and improve your school s teaching and learning with solid teacher evaluations The connection between teacher evaluation fostering school improvement and the development of highly qualified teachers is receiving more attention than ever before Just as there is a rational connection between school improvement and teacher performance there is a necessary and rational connection between supporting and cultivating highly qualified teachers through effective evaluations and improving relationships in the school In this updated edition top selling author James H Stronge and his colleagues synthesize current teacher evaluation research and blend it with practice highlighting how to Design a sound teacher evaluation system Assess teacher performance thoroughly and accurately Implement a successful teacher evaluation system Incorporate student performance data teaching portfolios and classroom observation into the evaluation process By aligning teaching performance and improvement goals with your school s mission this text demonstrates how you can effectively encourage teachers to achieve a high standard of instruction at all levels **Evaluating Teaching** James H. Stronge, 1997-06-20 This book presents current

research and thinking about teacher evaluation and provides a coherent and comprehensive approach to designing implementing and monitoring quality teacher evaluation systems **Evaluating Teaching and Learning** David Kember, Paul Ginns, 2012-03-12 Every semester colleges and universities ask students to complete innumerable course and teaching evaluation questionnaires to evaluate the learning and teaching in courses they have taken For many universities it is a requirement that all courses be evaluated every semester The laudable rationale is that the feedback provided will enable

instructors to improve their teaching and the curriculum thus enhancing the quality of student learning In spite of this there is little evidence that it does improve the quality of teaching and learning Ratings only improve if the instruments and the presentation of results are sufficiently diagnostic to identify potential improvements and there is effective counselling

Evaluating Teaching and Learning explains how evaluation can be more effective in enhancing the quality of teaching and learning and introduces broader and more diverse forms of evaluation This guide explains how to develop questionnaires and protocols which are valid reliable and diagnostic It also contains proven instruments that have undergone appropriate testing procedures together with a substantial item bank The book looks at the specific national frameworks for the evaluation of teaching in use in the USA UK and Australia It caters for diverse methodologies both quantitative and qualitative and offers solutions that allow evaluation at a wide range of levels from classrooms to programmes to departments and entire institutions With detail on all aspects of the main evaluation techniques and instruments the authors show how effective evaluation can make use of a variety of approaches and combine them into an effective project With a companion website which has listings of the questionnaires and item bank this book will be of interest to those concerned with organising and conducting evaluation in a college university faculty or department It will also appeal to those engaged in the scholarship of teaching and learning

Evaluating Online Teaching Thomas J. Tobin, B. Jean Mandernach, Ann H. Taylor, 2015-06-02 Create a more effective system for evaluating online faculty Evaluating Online Teaching is the first comprehensive book to outline strategies for effectively measuring the quality of online teaching providing the tools and guidance that faculty members and administrators need The authors address challenges that colleges and universities face in creating effective online teacher evaluations including organizational structure institutional governance faculty and administrator attitudes and possible budget constraints Through the integration of case studies and theory the text provides practical solutions geared to address challenges and foster effective efficient evaluations of online teaching Readers gain access to rubrics forms and worksheets that they can customize to fit the needs of their unique institutions Evaluation methods designed for face to face classrooms from student surveys to administrative observations are often applied to the online teaching environment leaving reviewers and instructors with an ill fitted and incomplete analysis Evaluating Online Teaching shows how strategies for evaluating online teaching differ from those used in traditional classrooms and vary as a function of the nature purpose and focus of the evaluation This book guides faculty members and administrators in crafting an evaluation process specifically suited to online teaching and learning for more accurate feedback and better results Readers will Learn how to evaluate online teaching performance Examine best practices for student ratings of online teaching Discover methods and tools for gathering informal feedback Understand the online teaching evaluation life cycle The book concludes with an examination of strategies for fostering change across campus as well as structures for creating a climate of assessment that includes online teaching as a component Evaluating Online Teaching helps institutions rethink the

evaluation process for online teaching with the end goal of improving teaching and learning student success and institutional results

Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Recognizing, Evaluating, Rewarding, and Developing Excellence in Teaching of Undergraduate Science, Mathematics, Engineering, and Technology, 2003-01-19 Economic academic and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness Administrators face the complex task of developing equitable predictable ways to evaluate encourage and reward good teaching in science math engineering and technology Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics offers a vision for systematic evaluation of teaching practices and academic programs with recommendations to the various stakeholders in higher education about how to achieve change What is good undergraduate teaching This book discusses how to evaluate undergraduate teaching of science mathematics engineering and technology and what characterizes effective teaching in these fields Why has it been difficult for colleges and universities to address the question of teaching effectiveness The committee explores the implications of differences between the research and teaching cultures and how practices in rewarding researchers could be transferred to the teaching enterprise How should administrators approach the evaluation of individual faculty members And how should evaluation results be used The committee discusses methodologies offers practical guidelines and points out pitfalls Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields

Evaluating Teaching Practices in Graduate Programs Jesús Gabalán-Coello, Fredy Eduardo Vásquez-Rizo, Michel Laurier, 2019-12-19 This book proposes a method to evaluate the work of teachers acting in a very specific educational context graduate programs at higher education institutions There are many publications on the field of measurement and evaluation of teaching practices but these studies are usually conducted at the undergraduate level and ignore the nuances of teaching practices at the graduate level Should professors demonstrate the same skills when they teach in undergraduate programs as they do when they teach in graduate programs Is it appropriate to use the same assessment tools both at the undergraduate and the graduate levels Do the teaching practices evolve the same way at the graduate and undergraduate levels The book intends to answer these questions by introducing a methodological approach to find the relevant variables that are the foundation of professional practices at the graduate level as determined by the scientific community and through the analysis of the stakeholders perceptions The proposed methodological approach combines quantitative and qualitative research techniques to identify and explain within a mixed method framework the most important factors that lead to teaching quality at graduate level Therefore How to Evaluate Teaching Practices in Graduate Practices will be a valuable resource for students university professors and educational administrators interested in quality

assurance processes in higher education institutions

Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Recognizing, Evaluating, Rewarding, and Developing Excellence in Teaching of Undergraduate Science, Mathematics, Engineering, and Technology, 2002-12-19 Economic academic and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness Administrators face the complex task of developing equitable predictable ways to evaluate encourage and reward good teaching in science math engineering and technology Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics offers a vision for systematic evaluation of teaching practices and academic programs with recommendations to the various stakeholders in higher education about how to achieve change What is good undergraduate teaching This book discusses how to evaluate undergraduate teaching of science mathematics engineering and technology and what characterizes effective teaching in these fields Why has it been difficult for colleges and universities to address the question of teaching effectiveness The committee explores the implications of differences between the research and teaching cultures and how practices in rewarding researchers could be transferred to the teaching enterprise How should administrators approach the evaluation of individual faculty members And how should evaluation results be used The committee discusses methodologies offers practical guidelines and points out pitfalls Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields

Changing Practices in Evaluating Teaching Peter Seldin, 1999-08-15 Over recent decades the evaluation of teaching has undergone dramatic change In accessible language and supportive detail Changing Practices in Evaluating Teaching provides not only a cogent overview of these changes but also reflects on current developments to present several useful strategies for implementing new tools and methods in the evaluation of teaching The authors are all prominent educators who have performed seminal work in the improvement of teaching evaluation Written for university and college administrators as well as faculty this book is a complete guidebook that supplies a wealth of case studies examples tables Web sites and exhibits that further enhance its utility It explains how to Gain genuine faculty and administrative support Avoid common weaknesses in teaching evaluation by students peers and self Evaluate teaching by examining student learning Successfully combine disparate sources of data Establish a climate conducive to evaluation How to structure and use classroom visits rating forms electronic classroom assessment and teaching portfolios Changing Practices in Evaluating Teaching makes evident the compelling reasons why colleges and universities must institute fair teaching evaluation systems and explains how to do so With a notable focus on improving student learning this book offers readers the kind of research based and ready to use information required to foster truly effective and equitable teaching evaluation at their institutions

A Practical Guide to Teacher Education Evaluation Jerry B. Ayers, Mary F.

Berney,2012-12-06 J T Sandefur Western Kentucky University American s ability to compete in world markets is eroding The productivity growth of our competitors outdistances our own The capacity of our economy to provide a high standard of living for all our people is increasingly in doubt As jobs requiring little skill are automated or go offshore and demand increases for the highly skilled the pool of educated and skilled people grows smaller and the backwater of the unemployable rises Large numbers of American children are in limbo ignorant of the past and unprepared for the future Many are dropping out not just out of school but out of productive society These are not my words They are a direct quote from the Executive Summary of the Carnegie Forum Report on Education and the Economy entitled A Nation Prepared Teachers for the 21st Century p 2 1986 This report was motivated by four purposes 1 To remind Americans yet again of the economic challenges pressing us on all sides 2 To assert the primacy of education as the foundation of economic growth equal opportunity and a shared national vision 3 To reaffirm that the teaching profession is the best hope for establishing new standards of excellence as the hallmark of American education and 4 To point out that a remarkable window of opportunity lies before us in the next decade to reform education an opportunity that may not present itself again until well into the next century *The New Handbook of Teacher Evaluation* Jason Millman,Linda Darling-Hammond,1990 The 25 chapters in this handbook examine evaluation purposes processes and methods and discuss how they shape the implementation and outcomes of evaluation Following an introduction in chapter 1 the nine chapters in Part I consider the purposes of evaluation Chapters 3 4 and 5 are concerned with the evaluation processes that determine selection into teaching preservice evaluation licensure and certification Chapters 6 7 and 8 focus on how evaluation may support the development of greater teaching competencies for beginning and veteran teachers Chapters 9 and 10 consider school accountability and school improvement Part II examines the various methods used to evaluate teachers along with their strengths and limitations as applied to the many purposes of evaluation Chapters 11 and 12 deal with two methods for evaluating inservice teachers classroom observations and ratings of classroom performance while chapter 13 deals with teacher self assessment Chapters 14 and 15 deal with less widely used methods the use of student test scores and the use of teacher portfolios Chapters 16 through 18 address the use of formal tests to evaluate teachers for licensure or certification and chapter 19 discusses combining evaluation data from multiple sources for decision making In Part III some of the system wide concerns that developers and users of evaluation plans must confront are discussed Chapters explore legal ethical administrative and economic aspects of teacher evaluation and ways to improve and support teacher evaluation The use of personnel standards to improve teacher evaluation is also discussed Each chapter contains references Contains six figures and four tables SLD *Evaluating Teacher Quality in Higher Education* Robert Aylett,Kenneth Gregory,2012-10-02 Drawing on material presented at a one day conference this collection addresses the need to recognize academics contributions to higher education as well as the ways in which academics efforts in the teaching and learning process can be acknowledged and suitably rewarded *Evaluating Teaching* Kenneth O. Doyle,1983 With

special applicability to higher education Doyle reviews the essential literature on teacher evaluation building several paradigms that are creatively flexible yet offer the tightness necessary to develop a teacher evaluation process He creates a critical concept to identify generalizable teacher behaviors that could be evaluated for all teachers nomothetics and the development of behaviors and practices that relate to single situations or are unique to one institution ideographics Includes figures and tables that support the text visually ISBN 0 669 03613 7 20 95

Testing Student Learning, Evaluating Teaching Effectiveness Williamson F. Evers, Herbert J. Walberg, 2013-09-01 This book takes a hard look at the professional technical and public policy issues surrounding student achievement and teacher effectiveness and shows how testing and accountability can play a vital role in improving American schools

Handbook on Measurement, Assessment, and Evaluation in Higher Education Charles Secolsky, D. Brian Denison, 2017-07-31 In this valuable resource well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application

Grading the College Scott M. Gelber, 2020-06-23 A comprehensive history of evaluation in American higher education In Grading the College Scott M Gelber offers a comprehensive history of evaluating teaching and learning in higher education He complicates the conventional narrative that portrays evaluation as a newfangled assault on the integrity of higher education while acknowledging that there are many compelling reasons to oppose those practices The evaluation of teaching and learning Gelber argues presented genuine dilemmas that have attracted the attention of faculty members and academic leaders since the 1920s Especially during the peak era of faculty authority that followed the end of the Second World War significant numbers of professors and administrators believed that evaluation might improve institutional performance reduce the bias inherent in traditional methods of supervision strengthen communication with laypersons and encourage a more deliberate focus on the distinctive goals of college Gelber reveals the extent to which professors and academic interest groups participated in the development of our most common evaluation instruments including student course questionnaires achievement tests surveys rubrics rankings and accreditation self studies Although these efforts may seem distant from the present era of shortsighted scrutiny and ill conceived comparisons Gelber demonstrates that the evaluation of college teaching and learning has long consisted of a set of intellectually sophisticated questions that have engaged and could continue to engage faculty members and their advocates By providing a deeper understanding of how evaluation operated before the dawn of high stakes accountability Grading the College seeks to promote productive conversations about current attempts to define and measure the purposes of American higher education

Rethinking Teacher Supervision and Evaluation Kim Marshall, 2009-10-30 In this important book education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher's performance Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students Emphasizing trust building and teamwork Marshall's innovative four part framework shifts the focus from periodically evaluating teaching to continuously analyzing learning This book offers school principals a guide for implementing Marshall's framework and shows how to make frequent informal classroom visits followed by candid feedback to each teacher work with teacher teams to plan thoughtful curriculum units rather than focusing on individual lessons get teachers as teams involved in low stakes analysis of interim assessment results to fine tune their teaching and help struggling students and use compact rubrics for summative teacher evaluation This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development

Evaluating Teaching in Higher Education: A Vision for the Future Katherine E. Ryan, 2000-10-26 This issue analyzes the strengths and weaknesses of current approaches to evaluating teaching and recommends practical strategies for both improving current evaluation methods and developing new ones The contributors provide an overview of new techniques such as peer evaluations portfolios and student ratings of instructors and technologies that can help instructors become more effective and help institutions demonstrate that effectiveness This is the 83rd issue of the quarterly journal *New Directions for Teaching and Learning*

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