Using Student Evaluations to Improve Instruction snd Student Learning

Educator uses student-completed evaluations to improve instructional practice and meet student needs.

Key Method

The educator systematically implements a student-completed evaluation tool which reflects components of effective teacher instruction and important/relevant student learning. The educator assesses the results and identifies change and growth needed in their teaching cycle and in the students' learning cycle to foster improvement of lesson delivery and student learning.

Method Components

Why should I use student evaluations of my lessons?

Student evaluations provide useful information that gives educators the opportunity to modify, plan, or redesign lesson delivery and content.

Student evaluations give students an opportunity to be heard and provide input into their learning experiences.

Student evaluations can help measure teaching effectiveness and can be used to document instructional effectiveness and/or used in building a teaching portfolio.

Creating a student evaluation tool

You may create your own evaluation tool or use/modify an existing evaluation tool.

Design questions or prompts that reflect upon aspects of both teacher instruction and student learning (aspects of the teaching and learning cycles)

Decide on a means to administer the evaluation (digital or printed)

Decide whether it will be anonymous or will include student names

Sample questions:

- *Does the teacher foster fairness and equity in the classroom? (Discuss/define what "fairness" and "equity" mean.)*
- *Does the teacher seem prepared to teach?*
- *Is the teacher friendly and helpful?*
- *Do I feel safe and secure in this classroom?*
- *Do I understand the main point of the lessons being taught?*

- *Was I told the main point of the lessons being taught?*
- *Am I tested or assessed on what I have learned?*

Implementing a student evaluation tool

Take time to teach your students what type of feedback is constructive.

Provide enough time in class for students to reflect and complete the evaluation.

Decide on a timeline for administering the evaluation (weekly, quarterly, semester, end of unit...).

Create a routine or procedure for administration of the evaluation tool.

Plan a schedule for regular and systematic administration of the evaluation tool.

Let the students know how you will use the information collected.

Share the results and have a constructive conversation about them with the students.

Reflecting on evaluation tool results

Sort and organize the feedback into categories *(for example: things that worked well, things you can change immediately, things you can change the next time you teach the same content, things you cannot change).*

Decide on actions you will take to use the feedback you received to improve instruction and learning in your classroom.

Implement changes in the teaching or learning cycle for teacher and student improvement.

Supporting Research

Measures of effective teaching project releases final research report. (n.d.). Retrieved July 19, 2017 from

https://www.gatesfoundation.org/media-center/press-releases/2013/01/measures-of-effective-teaching-project-releases-final-research-report

Can student surveys measure teaching quality? Retrieved November 15, 2017 from

http://journals.sagepub.com/doi/pdf/10.1177/003172171209400306

Ferguson, R. F. (2012). Can student surveys measure teaching quality? *Phi Delta Kappan*, 94(3), 24-28. doi:10.1177/003172171209400306

Retrieved November 27, 2017 from

https://www.questia.com/library/journal/1G1-310152707/can-student-surveys-measure-teaching-quality-the

Hanover Research. (2013). *Student perception surveys and teacher assessments*. Washington, DC: Hanover Research. Retrieved November 27, 2017 from

https://dese.mo.gov/sites/default/files/Hanover-Research-Student-Surveys.pdf

Resources

Student Evaluations (theoretical)

https://www.cte.cornell.edu/teaching-ideas/designing-your-course/student-evaluations.html

Student Evaluations and Performance

http://www.cetla.howard.edu/teaching_resources/StudentEvaluations.html

Course Evaluation Question Bank
http://teaching.berkeley.edu/course-evaluations-question-bank

7 C's of Effective Teaching (blog)

http://edge.ascd.org/blogpost/the-seven-c-39-s-of-effective-teaching

Measures of Effective Teaching Project Releases Final Research Report. (n.d.). Retrieved July 19, 2017 from

https://www.gatesfoundation.org/media-center/press-releases/2013/01/measures-of-effective-teaching-project-releases-final-research-report

The Learning Cycle (n.d.). Retrieved July 19, 2017 from

http://changingminds.org/explanations/learning/learning_cycle.htm

The Teaching Cycle Report (n.d.). Retrieved July 19, 2017 from

https://fcit.usf.edu/cycle/INDEX.HTM

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must answer all questions with a passing score in Parts 1 and 3 and receive a proficient score for each component in Part 2.

Part 1. Overview Questions

500 word maximum for all three prompts

Please respond to these three prompts:

1. Explain how you chose or created your evaluation tool and describe the focus areas of the teaching cycle and the learning cycle that will be assessed by your students.

2. Explain your implementation plan for distribution and collection of the evaluation tool. Include:

Time frame for administering (both when it will be administered and how much time students will have to complete it)

Instruction given to students about how to give constructive feedback

How results will be shared

3. Explain the demographics of your class.

Is there anything about your classroom demographics that the assessor should know to help understand the context of your project?

- **Passing:** Educator completely answers each question using narration, examples, and explanation as supporting evidence that clearly illustrates a deliberate intention to improve teacher instruction and student learning based on assessment of the evaluation tool results. The responses are clear and coherent, and the answers are detailed. No more than 500 words total.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following three artifacts:

Artifact 1: Evaluation Tool-An effective and efficient evaluation tool including 3–5 questions that relate to the areas of your teaching practice you would like to focus on. Questions should elicit both quantitative and qualitative results.

Artifact 2: Summary of results-1–2 page summary of results from the student evaluations collected. Include a graph (if the data is quantifiable), findings, and implications for your teaching practices for each question asked.

Artifact 3: Action Plan-Written Action Plan based on the results of the evaluation tool. Include the following:

- What immediate changes to your classroom instruction will you make, if any?(If no changes, explain why).
- What changes will you make the next time you teach this same content or assignment type?

- How will you address the feedback about issues you cannot change?

- How will you share the results and your action plan with your students?

null	Proficient	Basic	Developing
Artifact 1: Evaluation Tool	The evaluation tool includes 3-5 questions that relate to your area of focus. Questions should elicit both qualitative and quantitative responses. Questions are appropriate for your grade level and content area. Evaluation delivery is effective and efficient.	The evaluation tool includes less than three or more than five questions. Only quantitative OR qualitative responses are elicited.	Evaluation tool does not ask appropriate grade level questions or the questions don't relate to instructional practices or areas of focus.
Artifact 2 Results Summary	A graph is included for each quantifiable question. Findings are summarized for each question. Implications for instruction are included for each question. Responses are logical and organized.	Graphs may be missing or hard to understand or read. Findings are missing or not clearly tied to the results. Implications for instruction are missing or are not related to classroom teaching and learning. Report is not organized and/or hard to read.	Report is missing any of the following elements; Graphs Findings Implications
Artifact 3 Action Plan	Action plan includes all of the following: What immediate changes to your classroom instruction will you make, if any? What changes will you make the next time you teach this same content or assignment type? How will you address the feedback about issues you cannot change?	Action plan includes all of the following: What immediate changes to your classroom instruction will you make, if any? What changes will you make the next time you teach this same content or assignment type? How will you address the feedback about issues you cannot change?	Action plan includes all of the following: What immediate changes to your classroom instruction will you make, if any? What changes will you make the next time you teach this same content or assignment type? How will you address the feedback about issues you cannot change?

How will you share the results and your action plan with your students? Actions are appropriate and will improve teaching and learning in your classroom. Actions are realistic and doable within a reasonable timeframe.	How will you share the results and your action plan with your students? Actions may not be directly related to improved teaching and learning in your classroom. Actions may be difficult to achieve in a reasonable timeframe.	How will you share the results and your action plan with your students? Actions are not appropriate and will not improve teaching or learning. Actions are not realistic or doable within a reasonable timeframe.

Reflection

No more than 500 words total

Based on your experience of using student evaluation tools to improve your teaching and your students' learning:
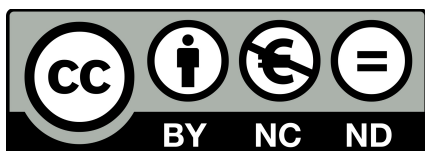
What have you learned?

How will the incorporation of this competency improve your teaching instruction?

How will it improve your students' learning?

How will it impact your practice in the future?

- **Passing:** Responses thoughtfully address the impact on the educator's current practice and student growth, using personal examples and supporting evidence. Reflection is relevant to the micro-credentialing process. The responses are clear, coherent, and detailed.