

UConn's New SET Forms and Alternative Forms of Evaluation

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Development of New Forms for Student Ratings of Instruction (SET)

- Why evaluate teaching?
 - improved instruction
 - accountability
- Current forms and reports in use since 1990
- Need to change in conformance with research-based best practices
- New forms under development since 2004
- Approved by Senate in November 2010

| Formative | Summative |
|---|--|
| <ul style="list-style-type: none"> • Goal: improvement of teaching • Confidential • Tied to recommendations for improvement • Report to instructor only | <ul style="list-style-type: none"> • Goal: personnel decisions (PTR) • Limited confidentiality • Requires highest standard of validity and reliability • Report part of permanent file |

What do We Know?

- SETs are reliable and stable
- SETs are relatively valid against a variety of indicators of effective teaching
- SETs are relatively unaffected by certain variables hypothesized as potential biases
- SETs are routinely misused and misinterpreted

SET Forms

- Use low inference items for improvement: concrete, specific
- Use high inference for summative
 - Overall, how effective was instructor?
- DO NOT AVERAGE ALL ITEMS into a single score; items are multidimensional
- Include student demographic information

SET Forms

- Use 5-7 point scale
- Do not overinterpret (is 3.9 worse than 4?) and allow for margin of error
- Use frequency distributions (# or % of students who rate each item "1", e.g.)
- Ask for open-ended comments for improvement only

SET Interpretation

- Written explanation of how analyses should be interpreted
 - For faculty member
 - For administrators
- Education on research on SETs and training on how to interpret data

UNIVERSITY OF CONNECTICUT
 DEPARTMENT OF EDUCATION
 STUDENT EVALUATION OF TEACHING (SET) FORM
 Form SET-01 (2011) - Primary Instructor (Instructor/Assistant Professor/Assistant Lecturer)

| Question | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|----|----|----|----|----|----|----|----|----|----|
| A. Questions about the instructor | | | | | | | | | | |
| 1. The instructor prepared the course materials carefully. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 2. The instructor was well prepared for class. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 3. The instructor responded to student questions. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 4. The instructor attributed credit to the subject. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 5. The instructor showed interest in being a teacher. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 6. The instructor gave clear assignments. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 7. The instructor was available to students. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 8. The instructor gave useful feedback on my performance. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 9. The instructor showed great skill in a reasonable amount of time. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 10. The instructor used class time effectively. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 11. The instructor kept all students well engaged. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 12. The instructor graded fairly. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 13. The instructor demonstrated teaching effectiveness. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 14. The instructor teaching methods promoted student learning. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| B. Questions about the course | | | | | | | | | | |
| 15. The instructor presented teaching material systematically. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 16. The course content was well organized. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 17. The course objectives were clear. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 18. The course objectives were met. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 19. The methods used in this course were effective. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 20. The methods used in this course were innovative. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 21. The methods used in this course were a valuable contribution. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 22. The course objectives were met. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |

SETs are One Method of Evaluating Teaching

- SETs are necessary but not sufficient
- Best practices say to also use other methods to evaluate teaching

Several alternative forms of teacher evaluation exist:

- course syllabi
- documentation of student learning
- evidence of student achievement
- teaching portfolios
- peer evaluations / review of materials
- classroom observations
- curriculum development efforts
- instructor self-evaluation

For more than a decade at UCONN, some Department Heads have used the "mean of the first eleven items" in SETs for PTR and merit decisions.

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| 3. The instructor responded to student questions. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 4. The instructor attributed credit to the subject. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 5. The instructor showed interest in being a teacher. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 6. The instructor gave clear assignments. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 7. The instructor was available to students. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 8. The instructor gave useful feedback on my performance. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 9. The instructor showed great skill in a reasonable amount of time. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
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| 18. The course objectives were met. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 19. The methods used in this course were effective. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 20. The methods used in this course were innovative. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 21. The methods used in this course were a valuable contribution. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 22. The course objectives were met. | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |

STATISTICS FOR THIS COURSE AND OTHER COURSES AT THIS LEVEL
 N OF CASES: 100
 MEAN: 4.50
 SD: 0.50
 MIN: 1.00
 Q1: 4.00
 Q2: 4.50
 Q3: 5.00
 MAX: 5.00

| | # OF CLASSES | | MEAN | | |
|-------------------------|--------------|------|-------|------|------|
| | DEPT | UNIV | INSTR | DEPT | UNIV |
| 1. PRESENTED MATERIAL | 2 | 27 | 9.3 | 9.3 | 8.6 |
| 2. ORGANIZATION | 2 | 27 | 9.3 | 9.3 | 8.7 |
| 3. CLEAR OBJECTIVES | 2 | 27 | 9.4 | 9.4 | 8.7 |
| 4. FULFILLED OBJECTIVES | 2 | 27 | 9.5 | 9.5 | 8.8 |
| 5. CLEAR ASSIGNMENTS | 2 | 27 | 9.4 | 9.3 | 8.7 |
| 6. STIMULATED INTEREST | 2 | 27 | 9.5 | 9.0 | 8.4 |
| 7. GRADED FAIRLY | 2 | 27 | 9.6 | 9.6 | 9.0 |
| 8. APPROPRIATE EXAM | 2 | 27 | 9.3 | 9.3 | 8.7 |
| 9. ACCESSIBILITY | 2 | 27 | 9.4 | 9.3 | 8.8 |
| 10. INTEREST/CONCERN | 2 | 27 | 9.6 | 9.4 | 8.9 |
| 11. PREPARATION | 2 | 27 | 9.6 | 9.4 | 9.0 |

MEAN OF THE FIRST ELEVEN ITEMS: 9.4 9.3 8.8

- Students are not qualified to make judgments about all aspects of teaching performance, however valid the instrument.
- Thus, it is appropriate to supplement SET with other methods, as determined by individual departments, to gain a comprehensive understanding of teaching effectiveness.

Teacher Evaluation in Public Schools

1. **Multiple data sources**, usually at least 4, are collected for each teacher. Each teacher selects from among the following to make his/her best case for merit, impact, and value:

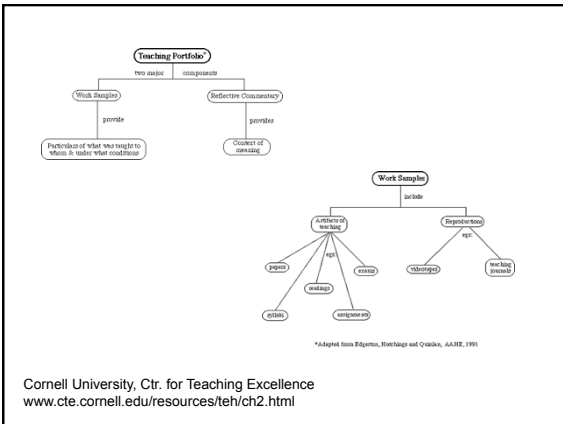
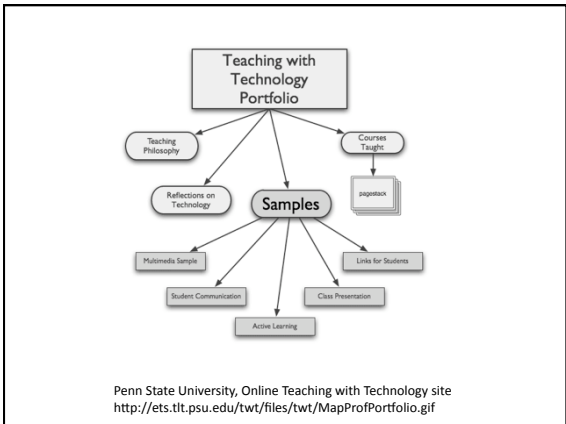
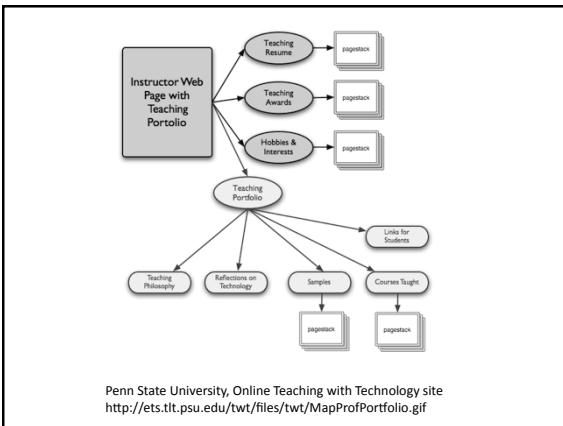
- student reports
- parent reports
- peer review of materials
- teacher tests
- documentation of professional activity
- systematic observation
- pupil achievement
- successful action research
- participation in school improvement
- administrator report
- data unique to the individual teacher.

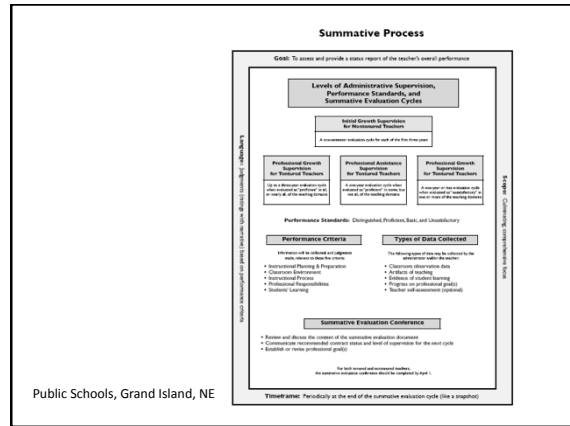
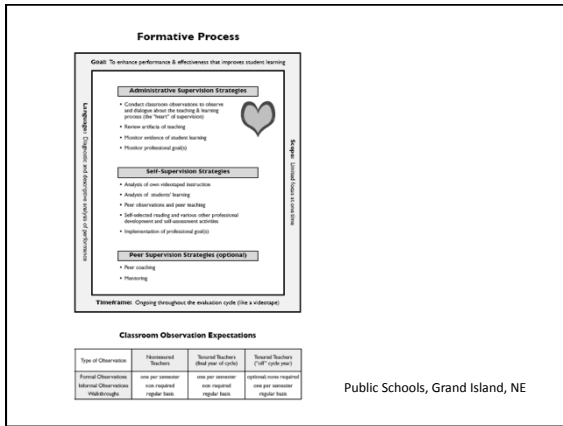
Each teacher sees the results, and then decides whether or not to include the information for evaluation *before any summative administrator sees the data or is informed that it was collected*. Not every data sources is collected every year.

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Portland OR

2. **Data selected by the teacher are included in a Dossier**. This document is limited in size by the district (say, 12 pages). One copy is kept by the district, one by the teacher. The teacher can have contents removed at will.

3. **Dossier review** is used by summative evaluators in lieu of formal classroom visits at the discretion of the administrator and the teacher.





Resources

- University of Michigan – summary and bibliography
www.crlt.umich.edu/tstrategies/tseot.html
- Vanderbilt University – links to many good articles which sum up the research on SETs
www.vanderbilt.edu/cft/resources/teaching_resources/reflecting/evaluations.htm

Resources

Cashin, W.E. (1999). Student Ratings of Teaching: Uses and Misuses. In P. Seldin & Associates, *Changing Practices in Evaluating Teaching*. Bolton, MA: Anker Publishing.

Cashin, W.E. (1995). *Student Ratings of Teaching: The Research Revisited*. IDEA Paper #32, Center for Faculty Development, Kansas State University.

Chism, N.V.N. (1999). *Peer Review of Teaching*. Bolton, MA: Anker.

DeZure, D. (1999). Evaluating Teaching through Peer Classroom Observation. In P. Seldin and Associates, *Changing Practices in Evaluating Teaching*. Bolton, MA: Anker.

Hoyt, D. P. & W. H. Pallett. (1999). *Appraising Teaching Effectiveness: Beyond Student Ratings*. IDEA paper #36, IDEA Center, Kansas State University.

Millis, B. J. and B. Kaplan (1995). Enhancing Teaching through peer Classroom Observations. In P. Seldin and Associates, *Improving College Teaching*. Bolton, MA: Anker