

HOW CAN I USE EVIDENCE OF STUDENT PERFORMANCE TO IMPROVE MY TEACHING?



**TEACHING TUESDAY PRESENTATION
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LEARNING OBJECTIVES

- Describe your process for setting teaching goals and identify ways to improve it
- Name the components of a strategic plan to improve your teaching
- Reflect on possible sources for learning deficiencies in your courses
- Develop strategic goals for improving in key areas

PROFESSIONAL DEVELOPMENT GOALS FOR TEACHING

Messiah College

Professional Development and Performance Report
for Ranked Faculty: Term Tenure
[Due Date: May 31, 2017]

TEACHING

For reference, the six Teaching Criteria of the Teaching Evaluation Rubric are given below. For more information, reference the [COE Handbook Section 6 Addendum](#).

Content Knowledge	Demonstrates sufficient currency, depth, and breadth of knowledge of the subject matter that one is teaching, and communicates content clearly
Faith and Learning	Provides support for students to identify relationships between faith and learning in the discipline and/or vocation
Inclusive Excellence	Includes full range of relevant content and/or employs strategies to support learning for a broad range of learners
Organizational Supports	Develops structures and activities for courses and for individual class sessions that reflect a coherent and meaningful connection to the student learning objectives for the course
Student Engagement	Creates an academic context that encourages students to be meaningfully involved in their learning
Student Learning	Uses appropriate tools to measure student learning in one's courses


WHAT'S YOUR PROCESS?



- **Discuss:**

- How are you determining what needs to change in order for your students to learn better?

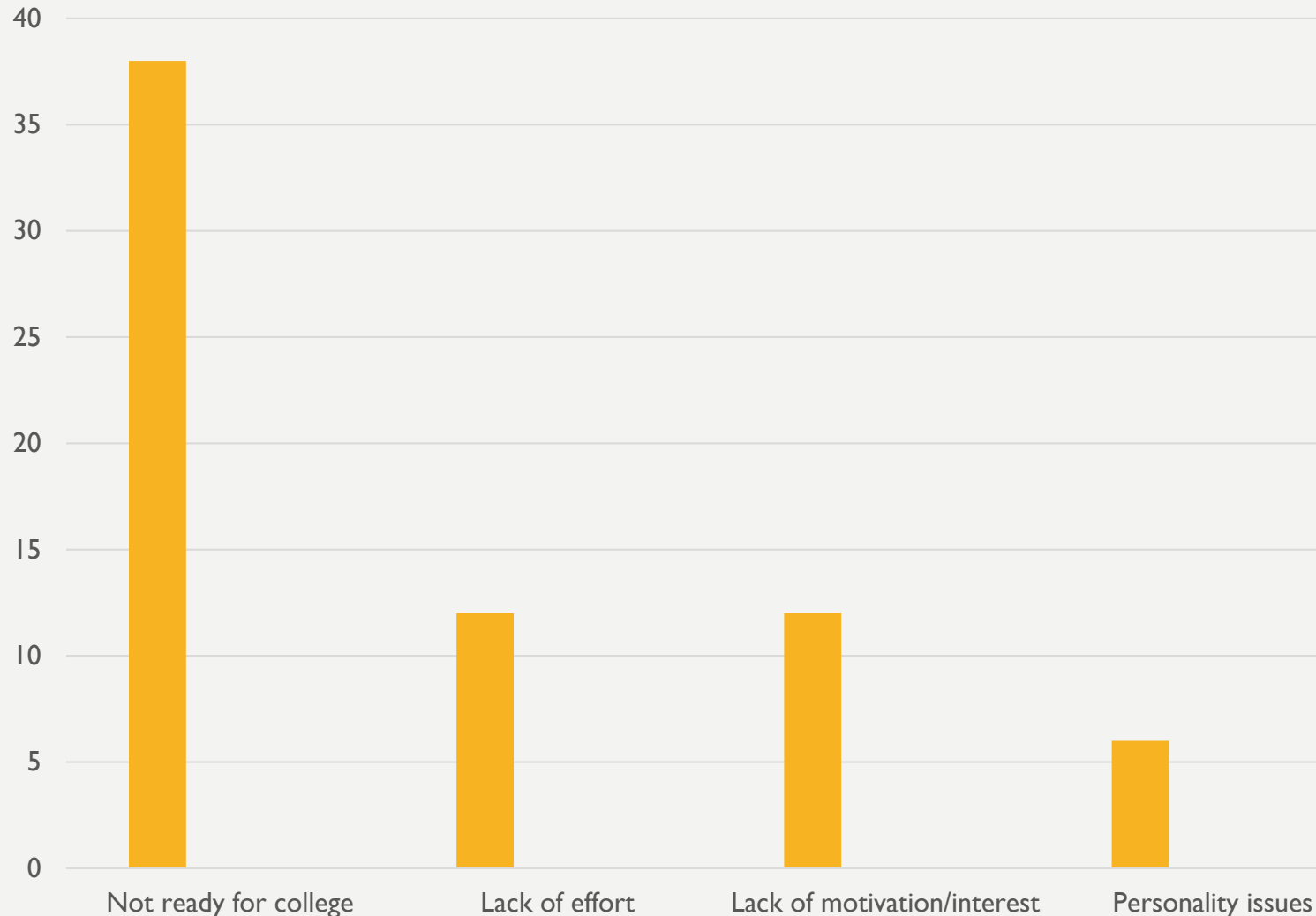
- IDEA evaluations?
 - Reflections and observations about strengths and weaknesses in student performance?
 - Water cooler conversations with your department colleagues or conversations with individual students?
 - Other?



(PERSONAL) REFLECTION

- Why do we think the changes we make will lead to better outcomes?
- What is assumed in the changes we select as it relates to how students learn?

WHY AREN'T THEY LEARNING?

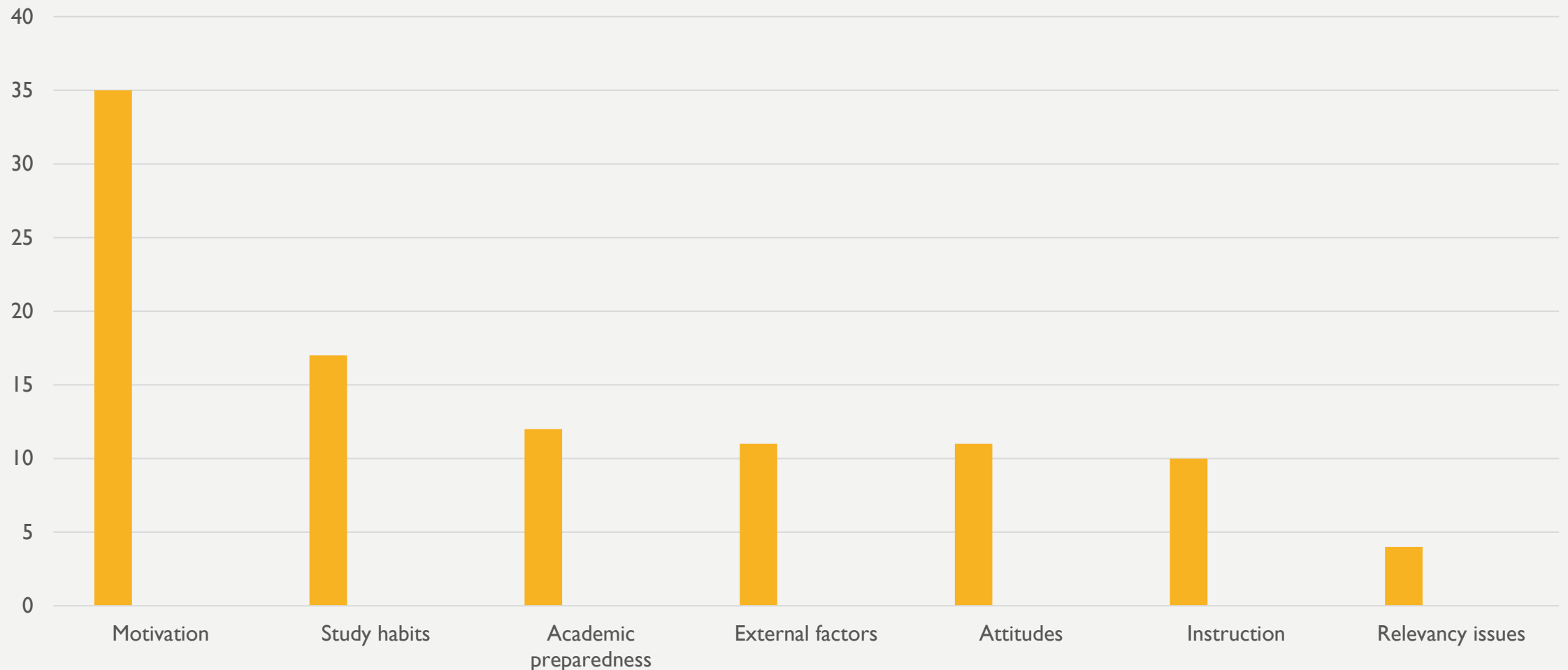


- Cherif, Movahedzadeh, Adams, & Dunning's (2013) study asked professors "Why do students fail?" profs believe students fail because...

68% Student Issues (followed by life and socioeconomic issues at 12% and failures of the educational system at 20%)

AND THE STUDENTS SAID...

Reasons students said they failed (*Cherif, Adams, Movahedzadeh, Martyn, & Dunning, 2011*)





*Most students who experience dissatisfaction in their classes never complain to their instructors
(Bolkan & Goodboy, 2013)*

MOST COMMON “TEACHER MISBEHAVIORS”
(BOLKEN, 2017, SEE HANDOUT)

1. PUNCTUALITY AND ABSENTEEISM
2. HOW INSTRUCTORS ORGANIZE AND STRUCTURE COURSE MATERIALS (OR DON'T)
3. THE EXTENT TO WHICH INSTRUCTORS ARE INSENSITIVE TO STUDENTS AS INDIVIDUALS
4. UNAVAILABILITY
5. UNFAIR STUDENT EVALUATION
6. POOR PRESENTATION

WHAT IF...IT'S NOT YOU, IT'S ME:

Is the learning goal clear to students (and me)?



Do my assessments measure the learning?



Am I expecting the appropriate competency level (introductory, intermediate, advanced)?

WHAT IF...IT'S NOT YOU, IT'S ME:

Is the competency effectively defined so that students know what to shoot for?




Am I giving students enough opportunities to develop the knowledge/skill throughout the course?



Am I providing students enough feedback before the big assignment/exam that culminates their learning?

WHAT IF...IT'S NOT YOU, IT'S ME:

Could I improve the way I conduct class? (see Bain, 2004, *What the Best College Teachers Do* handout)



How might I avoid the most common “teacher misbehaviors?” (see Bolken, 2017, handout)

#TEACHINGGOALS

- “Although most of us acknowledge the power of goals in our own lives, they remain the single most underestimated and underutilized means of improving student learning—particularly in the classroom—in education today” (Conzemius, O’Neill, & Commodore, 2005, p. 2, *The Power of Smart Goals*)





BRAINSTORM A GOAL ...OR TWO

Goal Statement	Description of Current Reality	Improvement Strategies	Evaluation Method (how can I know I've achieved the goal?)
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IT'S NOT ALL ON YOU (*WHEW!*): IT TAKES A CAMPUS TO CREATE AN OPTIMAL LEARNING ENVIRONMENT

(Kuh, 2008) High Impact Educational Practices: What they are, who has access to them, and why they matter

Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains General	Gains Personal	Gains Practical
<i>First-Year</i>				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	++
<i>Senior</i>				
Study Abroad	++	+	++	
Student-Faculty Research	+++	++	++	++
Service Learning	++	+++	+++	++
Senior Culminating Experience	++	++	+++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
<i>First-Year</i>				
Learning Communities	++	+++	+++	++
Service Learning	++	+++	+++	++
<i>Senior</i>				
Study Abroad	++	++	++	+
Student-Faculty Research	+++	+++	+++	++
Service Learning	++	+++	+++	++
Senior Culminating Experience	++	++	+++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

A white scalloped-edged shape, resembling a seal or a decorative frame, is centered on a solid yellow background. The shape has a wavy, irregular border. Inside this shape, the words "THANK YOU" are written in a bold, black, sans-serif font. The text is centered horizontally and vertically within the white shape.

THANK YOU

REFERENCES

- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University.
- Bolkan, S. (2017). Chapter 4: [Teacher Misbehaviors from Making an Impact](#). *Facilitating Student Success with Lessons From Instructional Communication and Educational Psychology*. Kendall Hunt.
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- Conzemius, A., O'Neill, J., & Commodore, C. (2005). *The power of smart goals: Using goals to improve student learning*. Bloomington, IN: Solution Tree.
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