



# Using Student Evaluations to Improve Instruction and Student Learning

## Competency

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

## Key Method

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

## Method Components

### Why Should I Use Student Evaluations?

- Student evaluations provide useful information that give 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 to measure teaching effectiveness and can be used to document instructional effectiveness and/or used in building a teaching portfolio.



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## 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 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 analog)
- Decide whether it will be anonymous or will include student names

### Sample questions:

- Does the teacher foster fairness and equity in the classroom?
- 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?
- Am I tested 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.



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## Supporting Rationale and Research

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

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

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

<https://journals.sagepub.com/doi/10.1177/003172171209400306>

Retrieved November 27, 2017

from [https://www.researchgate.net/publication/262091843\\_Can\\_Student\\_Surveys\\_Measure\\_Teaching\\_Quality](https://www.researchgate.net/publication/262091843_Can_Student_Surveys_Measure_Teaching_Quality)

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

from <https://usprogram.gatesfoundation.org/news-and-insights/usp-resource-center/resources/asking-students-about-teaching-student-perception-surveys-and-their-implementation>

## Resources

[Getting Started with End-of-Semester Course Evaluations | Center for Teaching Innovation](#)

[Course Evaluations Question Bank | Center for Teaching & Learning](#)

[7 C's of Effective Teaching](#)

[Measures of Effective Teaching Project Releases Final Research Report](#)

[The Learning Cycle](#)

[The Teaching Cycle](#)



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# Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

## Part 1. Overview Questions (Provides Context)

(350-400 words)

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

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:
  - a. Time frame for administering
  - b. Instruction given to students about how to give constructive feedback
  - c. How results will be shared
3. Explain the demographics of your class, include details about the diverse learners in your classroom (Special Education Students, Gifted Learners, English Language Learners, etc.)
  - a. 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.

## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **three** artifacts as evidence of your learning.



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**Artifact 1: Evaluation Tool**

Create and upload your student evaluation. An effective and efficient evaluation tool should include 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**

Write a 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**

Write an 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?
- 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?

Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Evaluation Tool</b>	<p>The evaluation tool includes 3-5 questions that relate to your area of focus.</p> <p>Questions should elicit both qualitative and quantitative responses.</p> <p>Questions are appropriate for your grade level and content area.</p>	<p>The evaluation tool includes less than three or more than five questions.</p> <p>Only quantitative OR qualitative responses are elicited.</p>	<p>Evaluation tool does not ask appropriate grade level questions or the questions don't relate to instructional practices or areas of focus.</p>



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	Evaluation delivery is effective and efficient.		
<b>Artifact 2: Summary of Results</b>	<p>A graph is included for each quantifiable question.</p> <p>Findings are summarized for each question.</p> <p>Implications for instruction are included for each question.</p> <p>Responses are logical and organized.</p>	<p>Graphs may be missing or hard to understand or read.</p> <p>Implications for instruction are missing or are not related to classroom teaching and learning.</p> <p>Report is not organized and/or hard to read.</p>	<p>Report is missing any of the following elements;</p> <ul style="list-style-type: none"> <li>-Graphs</li> <li>-Findings</li> <li>-Implications</li> </ul>
<b>Artifact 3: Action Plan</b>	<p>Action plan includes all of the following:</p> <ul style="list-style-type: none"> <li>-What immediate changes to your classroom instruction will you make, if any?</li> <li>-What changes will you make the next time you teach this same content or assignment type?</li> <li>-How will you address the feedback about issues you cannot change?</li> <li>-How will you share the results and your action plan with your students?</li> </ul> <p>Actions are appropriate and will</p>	<p>Action plan includes all of the following:</p> <ul style="list-style-type: none"> <li>-What immediate changes to your classroom instruction will you make, if any?</li> <li>-What changes will you make the next time you teach this same content or assignment type?</li> <li>-How will you address the feedback about issues you cannot change?</li> <li>-How will you share the results and your action plan with your students?</li> </ul> <p>Actions may not be directly related to</p>	<p>Action plan includes all of the following:</p> <ul style="list-style-type: none"> <li>-What immediate changes to your classroom instruction will you make, if any?</li> <li>-What changes will you make the next time you teach this same content or assignment type?</li> <li>-How will you address the feedback about issues you cannot change?</li> <li>-How will you share the results and your action plan with your students?</li> </ul> <p>Actions are not appropriate and will</p>



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	<p>improve teaching and learning in your classroom.</p> <p>Actions are realistic and doable within a reasonable timeframe.</p>	<p>improved teaching and learning in your classroom.</p> <p>Actions may be difficult to achieve in a reasonable timeframe.</p>	<p>not improve teaching or learning.</p> <p>Actions are not realistic or doable within a reasonable timeframe.</p>
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### Part 3 Reflection

(350-400 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

*Please do not include any information that will make you identifiable to your reviewers.*

Based on your experience of using student evaluation tools to improve your teaching and your students' learning:

1. What have you learned?
2. How will the incorporation of this competency improve your teaching instruction?
3. How will it improve your students' learning?
4. How will it impact your practice in the future?

**Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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