Appendix A: Examples of Student Evaluation Instruments

The following list is not comprehensive rather it is meant to offer guidance on the variety of student evaluation instruments. Each teaching situation is different, so it is important to consult with appropriate partners in the designing and planning of evaluation. These partners may include the Library Teaching and Learning Department, the Center for Innovative Teaching and Learning, or other relevant groups or individuals.

1. **Tests and surveys** can be used before and/or after a teaching and learning event to measure differences in student abilities and comprehension. These are easier to design and distribute, but not always as meaningful as other tools.

2. **Authentic performance measurements**, such as rubrics, can be used to evaluate student work. This category of tools takes more time to develop, refine, and implement, but results tend to be more accurate in terms of actual student learning.

3. **Classroom Assessment Techniques (CATS)** are formative evaluation methods that serve two purposes. They can help you to assess the degree to which your students understand the course content and they can provide you with information about the effectiveness of your teaching methods. Most are designed to be quick and easy to use and each CAT provides different kinds of information.
Appendix B: Example Faculty Evaluation Survey

1. What is your name? (Optional)

2. What course(s) did you bring to the Library for library instruction?

3. On a scale of 1 to 4, how much do you believe the library instruction session(s) contributed to your course or assignment learning objective(s)?

<table>
<thead>
<tr>
<th>Very much</th>
<th>Adequately</th>
<th>Very little</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

4. How well did the timing of the library instruction session(s) fit in with the timing of your course's related assignment(s)?

<table>
<thead>
<tr>
<th>Very well</th>
<th>Adequately</th>
<th>Not well at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

5. How would you rate the librarian’s presentation skills?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

6. Which concepts or skills taught, or other attributes of the library instruction session(s), did you find to be most effective or useful for your students? (Check all that apply.)

- Keyword searching/Boolean logic (AND/OR)
- Exposure to the databases
- Hands-on searching time for students
- Topic/research question selection and development
- Evaluating sources on the Web
- Examining the difference between popular and scholarly periodicals
- Finding books in the library
- Determining what sources are needed for different purposes/questions
- Citing sources/citation style
- Other (please specify) or additional comments:

7. What else would improve your students' attainment of information literacy and library research skills?

8. Other suggestions, comments, or feedback about the library instruction your students received:

Appendix C: Example Peer Review Instrument

Peer review observation worksheet
[From the University of Kansas Libraries’ Peer Review at KU Libraries: http://www.lib.ku.edu/instruction/lib/peerreview/]

Librarian Observed _________________________________________________________________
Date of Observation __________________________ Course Observed __________________________

Classroom Teaching Observation

Directions: Below is a list of instructor behaviors that may occur within a given class session. Please use it as a guide to making observations, not as a list of required characteristics. This worksheet is used for making improvements to instruction. Respond to each observation:

CONTENT/ORGANIZATION
- Introduction captured attention
- Presented overview of the session
- Made clear statement of the purpose of session
- Presented topics with a logical sequence

Actions/ behaviors you ‘liked’ or found effective

Things you found ineffective or would suggest presenter work to change

INTERACTION
- Encouraged student questions
- Gave satisfactory answers to student questions
- Responded to issues raised during the lecture
- Asked questions to monitor student progress
- Maintained student attention
- Responded to nonverbal cues of confusion, boredom and curiosity
- Good rapport with students

Actions/ behaviors you ‘liked’ or found effective

Things you found ineffective or would suggest presenter work to change

PRESENTATION
- Language was understandable
- Absence of verbalized pauses (“er”, “ah”, etc.)
- Instructor spoke extemporaneously
• Projected voice
• Effective body movement and gestures
• Eye contact with students
• Confident and enthusiastic
• Paced lesson appropriately
• Defined unfamiliar terms and concepts
• Explained ideas with clarity

**Actions/behaviors you ‘liked’ or found effective**

**Things you found ineffective or would suggest presenter work to change**

**INSTRUCTIONAL MATERIALS (if applicable)**
• Handouts have clear content and are well-organized
• Visual aids can be easily read
• Computerized instruction effective

**Actions/behaviors you ‘liked’ or found effective**

**Things you found ineffective or would suggest presenter work to change**

What were the instructor’s major strengths, as demonstrated in this observation?

What suggestions do you have for improving upon this instructor’s skills?

**Post Observation talking points:**
• Share perceptions of how well the goals and learning outcomes were met.
• What went well? What didn’t go as well?
• Discuss the areas of focus. Identify successes and what might be changed or done differently next time.
• Did the presenter’s style match the format? And, was the format a good choice for the type of content or activity of the session? i.e. "Was a hands-on training the best way to teach this audience about citations?"
• What each of you learned about your own teaching?
• Discuss any new issues that arose during the session.

Date of Conference_________________________ Observer Signature____________________________
Appendix D: Examples of Self-Evaluation Instruments

Teaching Philosophy Statement
A statement of teaching philosophy describes your practical approach to teaching and the principles that inform it. Length can be variable. Some statements are a single sentence, others are several paragraphs. In writing your statement, consider the following:

- What informs your understanding of how students learn most effectively?
- How do you define/describe excellence in teaching?
- What contribution do you believe that you, as a librarian, can make as a teacher?
- What motivates you to teach?
- What does it look/feel like to learn from you?

For examples, see:

Instructional Mission Statement
Librarians with teaching responsibilities may develop an instructional mission statement to guide their impact and progress at the program or curricular level, based on the following areas:

1. Needs Assessment
   Describe the information/library needs of your primary constituent group(s).

2. New Teaching Experiences
   List any new teaching experiences you had in the past year.

3. Teaching Goals
   List your teaching-related goals for the coming year.

Used with permission from Dartmouth College Library’s Teaching Statements:
http://www.dartmouth.edu/~library/leo/statements/index.html

Teaching Portfolio
A teaching portfolio provides illustrative examples of librarians’ progress and successes over time. It documents teaching strengths and achievements through the presentation of artifacts, assessment, and anecdotes. Broadly addressing course development, as well as specific student experiences and learning outcomes, teaching portfolios brings teaching into context.

Librarians may use teaching portfolios as a two-part process. The first part, the "personal portfolio," is an aid to the individual for gathering information and for developing a process for improvement of one's teaching. The second part is the "presentation portfolio" (a subset of the personal portfolio) which includes materials which the individual librarian selects from the personal portfolio and structures to describe the quality and quantity of his or her teaching.

1. Personal Portfolio
The personal portfolio belongs solely to the individual librarian. It serves two purposes: it is a means of reviewing one’s teaching for the sake of self-improvement and it is a way to keep documentation in one
place for easier access when needed. It is similar to any individual’s system of keeping track of
documentation; it differs in that it builds in systematic written reflection on one's teaching.

The personal portfolio is a structure for gathering any and all information to document the quantity and
quality of one's teaching, such as lists of courses, statements of goals, syllabi, hand-outs or web-sites,
numbers of students, names of faculty-of-record, letters from students or other faculty, student or peer
evaluations, record of continuing education, in-service training, etc. It provides the data for self-
reflection regarding one's teaching: curriculum development, pedagogy, narrative reflections on
conditions of classes, means taken for continuous improvement of teaching, successful and unsuccessful
strategies, etc. The portfolio could take the form of a file drawer, a notebook, a set of folders, a box, a
computer file -- anything that works for the individual.

2. Instructor Portfolio
The instructor portfolio is a means of sharing your teaching materials broadly with other library faculty
in a shared, internal workspace (e.g. OnCourse). The purpose of an Instructor Portfolio is to build the
resources and documentation used to support student learning of the research process in a particular
course and, eventually, across an entire curriculum. Such a store of resources would benefit other
librarians’ teaching, as well as to facilitate sharing of best teaching practices.

3. Presentation Portfolio
The presentation portfolio draws from the personal portfolio a selection of material which a librarian
uses to present her/his case for quality teaching and the steps taken to achieve this quality. The
structure of the presentation portfolio should convey the librarian's teaching philosophy and ability and
evidence of its quality. It should contain:

1. Narrative
   The narrative should be a reflective summary of one's teaching, including teaching philosophy,
general goals of teaching in the context of the library’s teaching mission, a general description of
the students, course design and rationale, indications of improvement, and innovation.
The narrative functions as a summary or synthesis. It briefly highlights responsibilities and
achievements. It provides a context for the data to be presented and points to the
documentation. It answers the question: what does all the data mean?

2. Documentation
   The following checklist is offered as a guideline to what may be included in portfolio
documentation. Each section should include brief annotations highlighting the significance of
the documentation.
   a. List of courses taught, with numbers of students in each and dates
   b. Goals and objectives for each type of course
   c. Sample handouts, exercises
   d. Sample class outlines and teaching approaches
   e. Summary of student evaluations
   f. Summary of peer evaluations
   g. Unsolicited written feedback from faculty/class instructors

Used with permission from: University of Illinois-Chicago Library Use of a Teaching Portfolio
http://www.uic.edu/depts/lib/staff/commwork/teaching/portuse.shtml
For guidance and examples, see:

Course-Specific Library Instruction Self-Evaluation
Tracking one’s own approach and process for learner analysis, lesson planning, teaching, and assessment can be overwhelming when addressed infrequently. Each time a librarian provides library instruction, consults with faculty about information literacy, or designs a learning experience for students, the process can be documented informally, by addressing the following questions:

• What was I trying to accomplish in this session? Did I accomplish everything I intended?
• To what extent was my teaching effective for the audience?
• Did I have clear communication with the faculty member? Did I do a follow-up assessment with the faculty member?
• How did the session involve students actively in the learning process?
• How did I emphasize the students’ perspective of the research process, rather than describing how the library works?
• Was my questioning technique effective? (Did I use open-ended questions? Allow students time to respond? Build on students’ answers?)
• Did I prepare and organize the session in a way that met the objectives of the assignment?
• What was the best aspect of this experience?
• What is one aspect of my teaching that I would like to improve?
• What will I do differently next time?

Inspired by Eastern Kentucky University Libraries’ Peer Review of Teaching
http://libguides.eku.edu/content.php?pid=146190&sid=1242576