

Creating Climates that Grow Teachers and Promote Learning

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Principles that Promote Instructional Growth

- Improvement is not a dirty word.
- Instructional growth isn't easy and involves risk
- Efforts should focus on more and better learning for students
- Improvement begins and ends with the faculty member
- Teaching vitality depends on instructional health
- Teaching excellence is a career-long quest

The Climate (for growth)

- What is it?
- How is it created?
- What maintains it?

Growth Opportunities and Taking Advantage of Them

Teachers with low or very average ratings

- Summative evaluation and formative feedback: understanding the differences
- Formative feedback options
 - Low-inference instruments [Murray and Keeley, Smith and Buskirk]
 - Perceptions of the evaluation process [Sojka, Gupta and Deeter-Schmelz]
 - DIY – Do it yourself as in make your own instrument [www.surveymonkey.com]
 - Solicit feedback on as aspect of instruction
 - Classroom Climate Inventory [Fraser, Treagust and Dennis]
 - Students' perceptions of teacher power [Schrodt, Witt and Turman]
 - Study Process Questionnaire [Biggs, Kember, and Leung]
 - Approaches to Teaching Inventory [Trigwell and Prosser]
 - Measures of academic integrity [Allen, Fuller and Lockett]
 - Characteristics of assignments that encourage procrastination [Ackerman and Gross]
- Dealing with the results
- Rating policies that encourage improvement

Tired teaching and burnout

- What causes tired teaching and burnout
- What prevents tired teaching and burnout

New teachers and adjuncts

Reward and recognition for consistently excellent teachers

Resources

Links to resources that are available in the GBC Library collection have been inserted. Items the Library does not have may be obtained through interlibrary loan.

- Ackerman, D. S. and Gross, B. L. (2005). "My Instructor Made Me Do It: Task Characteristics of Procrastination." *Journal of Marketing Education*, 2005, 27 (1), 5-13. [[Click here](#) to place an interlibrary loan.]
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- Hodges, L. C. and Stanton, K. " [Translating Comments on Student Evaluations into the Language of Learning.](#)" *Innovative Higher Education*, 2007, 31 (5), 279-286.
- Keeley, J., Smith, D., and Buskirk, W. " [The Teacher Behaviors Checklist: Factor Analysis of Its Utility for Evaluating Teaching.](#)" *Teaching of Psychology*, 2006, 33 (2), 84-91.
- Kember, D., et. al. " [Does the Use of Student Feedback Questionnaires Improve the Overall Quality of Teaching?](#)" *Assessment and Evaluation in Higher Education*, 2002, 27 (5), 411-425.
- Murray, H. " [Classroom Teaching Behaviors Related to College Teaching Effectiveness.](#)" *Journal of Educational Psychology*, 1983, 75 (1), 138-149.
- Schrodt, P., Whitt, P. L., and Turman, P. D. "Reconsidering the Measurement of Teaching Power Use in the College Classroom." *Communication Education*, 2007, 56 (3), 308-332. . [[Click here](#) to place an interlibrary loan.]
- Sojka, J., Gupta, A. K., and Deeter-Schmelz, D. R. " [Student and Faculty Perceptions of Student Evaluations of Teaching: A Study of Similarities and Differences.](#)" *College Teaching*, 2002, 50 (2), 44-49.
- Trigwell, K., and Prosser, M. " [Development and Uses of the Approaches to Teaching Inventory.](#)" *Educational Psychology Review*, 2004, 16 (4), 409-423.