5b.5 How do unit faculty members systematically engage in self-assessment of their own teaching?

Faculty Name	Self-Assessment utilizing IDEA	Self-Assessment utilizing other methods
Sanders	Incorporate results to change the delivery of methods, strategies, assessments utilized in class/course.	Questions and answers in class. Candidates participation in class.
Evans	Review overall performance and scores to determine how well students perceive their instructional needs are being met. In addition review the written comments to identify areas were candidates have concerns or needs that are being met.	Ask candidates to discuss the course and areas where the course could be improved based on the overall objectives of the course and program. Compare candidates project rubric scores for areas where the group shows needing improvement.
Hakes	Use results to change presentation style Use results to help choose textbook Adjustment of assignments	Assessment according to goals and objectives done on a yearly basis
Moore	Modifying assignments Modifying scheduling Modifying pace Improving communication	Candidate surveys used periodically in semester to get feedback regarding their understanding the usefulness of activities
Broughton	Consider result when planning for subsequent terms – informally & formally; make specific modifications Make judgments about results	Review & evaluate exam questions as necessary Modify/clarify assignments, add a greater variety of class involvement, learning activities
Eisenwine	All courses – candidate comments as well as low numeric scores are considered as input for developing future courses.	All courses – candidate tests are scored by item to determine if content was covered well in class by the professor. If not, it is re-taught.
Gee ED 4314 and 4309 EPSY 3303 ED 4315	Used information from IDEA to adjust the course, such as more clearly defining course expectations and additional emphasis on understanding problem solving and inquiry lessons. Have not received the IDEA for this class yet. Have not received the IDEA for this class yet.	Use informal conversations with candidates to determine appropriate pacing of information and clarify of candidate understanding. Use informal conversations with candidates to determine appropriate pacing of information and clarify of candidate understanding. Use informal conversations

		with candidates to determine appropriate pacing of information and clarify of candidate understanding.
Melton ED 4314 and 4309	Used information from IDEA to adjust the course, such as more clearly defining course expectations and additional emphasis on understanding problem solving and inquiry lessons.	Use information conversations with candidates to determine appropriate pacing of information and clarify of candidate understanding.
Lucksinger	All classes, review information gathered from candidate assessment of class (formal assessment); adjust course to provide better candidate understanding of material, knowledge, and skills	All classes, during semester ask candidates for feedback on activities and reflect on their comments about course (informal assessment); adjust, modify, and re-teach concepts based on candidate input and results of unit tests and item analysis on tests.