

# PGME Information Sheet

## Teacher Evaluation

**Teacher Evaluations** is both a process and a result. It is a way to determine goals, to appraise the processes for reaching them, and to assess the extent to which they have been met.<sup>1</sup> The purpose of these evaluations is to assess the performance and effectiveness of a teacher by collecting information from learners and relevant staff members. The purpose must be clearly illustrated or communicated to those participating in the evaluation.<sup>1</sup>

### Purpose of Evaluations<sup>1</sup>

- Improvement of teaching and learning.
- To identify and articulate value.
- Retention/Promotion.
- Staff development.
- To inform of allocation and resources.
- To provide feedback and encouragement.
- For systematic and regular review.
- To ensure objectives are met.
- To identify areas where teaching can be improved.
- To facilitate development of the curriculum.
- To support applications for promotion.
- To identify and articulate what is valued by learners.

### Importance of Teacher Evaluation in Medical Education<sup>2,3</sup>

Teacher Evaluation is essential for renewing and assisting teachers/faculty to maintain teaching effectiveness and adapt to innovations in Health Professions educational institutions. Evaluations are important as it:

1. Creates a collaborative practice to which clinical teachers must be trained.
2. Identifies factors within an academic health care institution that shape how clinical teachers use educational knowledge through faculty development.

Positive effects of Teacher Evaluation	Negative effects Teacher Evaluation
Improves the quality of education. <sup>4</sup>	Demonstrates bias toward faculty members teaching performance. <sup>4</sup>
Improve teaching methods, change, and productivity. <sup>4</sup>	Flawed measures of teaching effectiveness even when unbiased and reliable. <sup>4</sup>
Promotes quality of learning, education, positive relation and communication between learners and faculty. <sup>4</sup>	Faculty may feel uncomfortable because of learners' biases in their evaluations. <sup>4</sup>

### Teacher Evaluation is Linked to the Following Accreditation Standards

<b>Program Standards</b>	<p><b>STANDARD 7: Teachers deliver and support all aspects of the residency program effectively.</b>  <b>Element 7.1:</b> Teachers are assessed, recognized, and supported in their development as positive role models for residents in the residency program.  <b>Requirement:</b> 7.1.1: Teachers are regularly assessed and supported in their development.</p> <p><b>STANDARD 9: There is continuous improvement of the educational experiences, to improve the residency program and ensure residents are prepared for independent practice.</b>  <b>Element 9.1:</b> The residency program committee systematically reviews and improves the quality of the residency program.  <b>Requirement:</b> 9.1.1: There is a systematic process to regularly review and improve the residency program.</p>
<b>Institutional Standards</b>	<p><b>STANDARD 6: Teachers are valued and supported in the delivery of residency programs.</b>  <b>Element 6.1:</b> Teachers are fairly assessed and supported in their development and career progression.  <b>Requirement:</b> 6.1.1: There is a process of systematic teacher assessment and feedback</p>



# Teacher Evaluation

## Strategies and Guidelines for Effective Teacher Evaluation<sup>2</sup>

The evaluation procedures should be developed in advance to give direction of the evaluation process and guidelines on how to effectively use feedback or information obtained from the result to measure outcomes as highlighted below.

Evaluations of the Faculty's professional activities should be conducted with the faculty's full knowledge and awareness.

Evaluations should include some review of previous evaluations.

Evaluation criteria should be determined prior to the start of the evaluation period.

The results of the evaluation measures should be communicated and discussed with the faculty member by the evaluator.

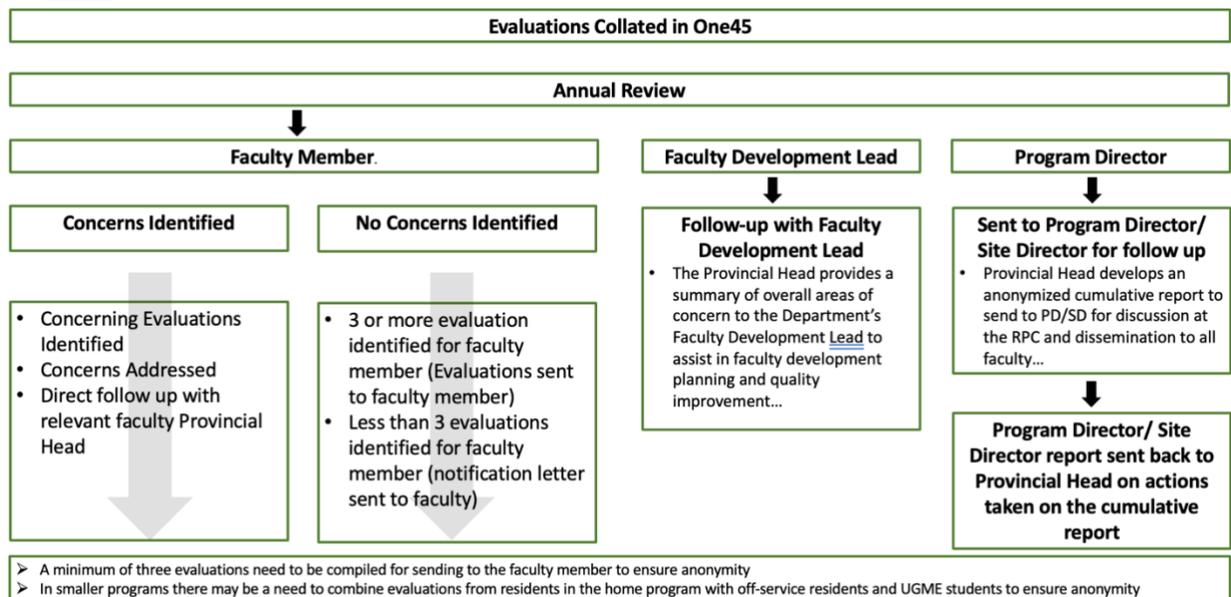
The person evaluated should have adequate opportunity to discuss the results of the evaluation measures with the evaluator.

An evaluation which states the need for improvement should be supported by specific written reasons for such comments and the written response of the evaluatee.

With the evaluation, there should be an institutional commitment to help faculty improve with an ongoing staff development program.

Ensure residents feel safe providing feedback (especially in smaller programs). See PGME process below to address feedback in smaller programs.

The **PGME Process for Teacher Evaluations by Residents** is outlined below. The complete process can be found [HERE](#).



## References:

- Guidelines for Developing a Faculty Evaluation Process. [https://www.asccc.org/sites/default/files/publications/GuidelinesDevelopingFacultyEval\\_0.pdf](https://www.asccc.org/sites/default/files/publications/GuidelinesDevelopingFacultyEval_0.pdf)
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- Kumar, K., & Greenhill, J. (2016). Factors shaping how clinical educators use their educational knowledge and skills in the clinical workplace: a qualitative study. *BMC Med Educ*.16(68):1–7. doi: 10.1186/s12909-015-0506-z
- Fernandez, N., & Andetat, M.C. (2019). Faculty development program evaluation: a need to embrace complexity. *Advances in Medical Education and Practice*, 10 191–19.

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