Building A Robust Teacher Evaluation Process In Your Program

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INTRODUCTIONS

• What Program you are from?
• What is your role in the teacher evaluations process?
• Number of residents in your program?
AGENDA

• Accreditation Standards & Guidelines
• How does your program measure up?
• Strategies from other programs
• Addressing concerning evaluations
• Future opportunities
COMMON BARRIERS

• Completion of assessments for all teachers on each rotation (not just primary supervisor) (n=6)
• Lack of Residency Program Committee oversight in the process (n=5)
• Lack of feedback on clinical teaching (not just AHD) (n=4)
• Perceptions of resident confidentiality (n=2)
INSTITUTIONAL STANDARD

**Standard 6**: Teachers are valued and supported in the delivery of residency programs.

**Element 6.1**: Teachers are fairly assessed and supported in their development and career progression.

**Requirement 6.1.1**: There is a process of systematic teacher assessment and feedback.
INSTITUTIONAL STANDARD 6: INDICATORS

• 6.1.1.1: There is an effective process for the assessment of teachers involved in residency education.

• 6.1.1.2: The process for the assessment of teachers includes resident input, balancing timely feedback with preserving resident confidentiality.

• 6.1.1.3: The process for the assessment of teachers informs teacher recognition, continuous improvement of residency programs, and the assignment of residents to teachers.

• 6.1.1.4: Concerns with teacher behavior or performance are addressed in a fair and timely manner.

• 6.1.1.5: Reporting of teacher performance and/or status to the medical regulatory authority, when such reporting is required, is systematic, timely, and appropriate.

• 6.1.1.6: Teachers and residents are aware of the process to report concerning behavior by teachers.

• 6.1.1.7: Teachers are aware of and have access to an appeal process for decisions related to their assessments.
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Standard 7: Teachers deliver and support all aspects of the residency program effectively.

Element 7.1: Teachers are assessed, recognized and supported in their development as positive role models for residents in the residency program.

Requirement 7.1.1: Teachers are regularly assessed and supported in their development.
PROGRAM STANDARD 7: INDICATORS

- **7.1.1.1:** There is an effective process for the assessment of teachers involved in the residency program, aligned with applicable central processes, that balances timely feedback with preserving resident confidentiality.

- **7.1.1.2:** The system of teacher assessment ensures recognition of excelling in teaching and continuous improvement, and is used to address performance concerns.

- **7.1.1.3:** Resident input is a component of the system of teacher assessment.

- **7.1.1.4:** Faculty development for teaching that is relevant and accessible to the program is offered on a regular basis.

- **7.1.1.5:** There is an effective process to identify, document, and address unprofessional behaviour by teachers.

- **7.1.1.6 [Exemplary]:** The residency program actively collaborates with the central faculty development office, as appropriate, to identify and address priorities for faculty development within the discipline.
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GENERAL PRINCIPALS

• Resident opinion of teacher performance should be one of multiple means for assessing teaching effectiveness

• Departments should establish a clear and well-publicized description of the process for how resident ratings of teachers will be used and what the implications of these ratings are
GENERAL PRINCIPLES - FORMS

• Forms should be of reasonable length (10 or fewer ratings)
• One question should address overall teaching
• Mandatory expectation to provide justification for very high (5) and very low (1 or 2) ratings
• Should be an opportunity to provide comments
• RATE Form
HOW IS YOUR PROGRAM DOING?
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• What does timely mean for you?
• How is feedback from multiple sources incorporated?
• Maintain anonymity in small programs?
• How is the information in Teacher Evaluations fed back to the RPC to inform program decisions?
STAGES OF TEACHER EVALUATION PROCESS

- Evaluations Occur
- Teachers receive feedback
- Used in program planning
- Feedback improves teaching
STRATEGIES

• Centralized Online Evaluations (POWER, one45, other)

• Additionally, some programs use...
  – Annual Evaluations
  – Faculty Shift Cards
  – Resident Retreat
  – Program Director Discussions
ANNUAL EVALUATIONS

• Each resident completes an annual evaluation on each teacher
• Paper Or Electronic
• Not attached to a specific rotation
• Encompasses mentorship, AHD, clinical teaching, research support...
• Not restricted to direct supervisors
• Scores and comments are collated and given to faculty
FACULTY SHIFT CARDS

• Anonymous shift cards are completed by residents at the end of each shift evaluating the teacher that they worked with
• Paper or Electronic
• Evaluation of clinical teaching
• Scores and comments are collated and given to faculty once per year
RESIDENT RETREAT

• Residents led retreat or group feedback session (e.g. during academic half day) annually

• Provide written summary to the PD via the chief resident

• Provide template of questions (or topic areas) for residents to respond to in order to ensure that specific information on Teacher evaluations is considered and included
PROGRAM DIRECTOR DISCUSSIONS

• Program Director conducts in-person small group meetings with the residents to elicit feedback
• May occur at the end of the academic half day
OR
• Program Director includes questions regarding teaching in regularly scheduled, one-on-one meetings with residents throughout the year
DEPARTMENTAL STRATEGIES

• Combine teacher evaluations across multiple programs, and/or include fellows, so that faculty reach 3 minimum and thus receive evaluation summaries sooner.

• Teaching awards - Resident input and evaluations are included in deciding award recipients
WOULD ANY OF THESE STRATEGIES HELP FILL THE GAPS IN YOUR PROGRAM’S PROCESS?

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<th>Requirements</th>
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<td>Feedback for all teachers (not just main rotation supervisor)</td>
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CONCERNING EVALUATIONS

• Addressing negative feedback on evaluations
• Process in place
• Getting all sides of the story
• Reporting loop to RPC
FUTURE OPPORTUNITIES

• How does CBD effect Teacher Evaluations?
• Our Evaluations were tied to ITERs – is there the same encouragement without ITERs?
• Features mobile, on demand assessments
• Can teacher evaluations be teacher-initiated as well as learner or administrator initiated?
• Still specific to program culture and set-up
• More research needed
MOBILE TEACHER ASSESSMENT
RECAP – FOR CONSIDERATION

• There must be a consistent mechanism for all faculty to receive feedback
• Positive as well as constructive feedback should be provided to teachers
• Teacher effectiveness evaluations should be used to help inform program planning
• Decisions regarding who has access to the evaluations should be transparent
QUESTIONS?

Thank you!

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