

**Abstract:**

Abstract: this largely participant driven workshop will empower those attending to elevate their own performance, their colleagues' performance, and their students' performance by applying performance criteria to multiple contexts. Participants attending the workshop will be able to articulate the value of writing and using performance criteria, practice using a methodology for writing performance criteria, and assess performance criteria to improve quality. The workshop will connect individual participant goals related to areas of performance of particular interest to them with specific performance criteria written during the workshop that can clearly illuminate key components of that performance. The workshop will begin with an overview of how performance criteria add value to a variety of activities in higher education. Next, participants will practice extracting meaningful information from example performance criteria. Then, the facilitator will lead the group through an example of using the methodology for writing performance criteria before participants practice using the methodology to create their own set of performance criteria which they will take home to use in their own context. Finally, participants will provide assessment feedback on each other's performance criteria and for the session as a whole.

Learning Outcome:

- Use a methodology to draft a set of performance criteria
- Assess performance criteria written by a colleague
- Articulate the value of performance criteria in two contexts directly related to your various roles in higher education

Key Vocabulary:

- Performance criteria
- Methodology
- SII assessment
- Measures

Participant Performance Criteria:

- **Team player** - participants are active listeners who efficiently contribute ideas and feedback, ask appropriate questions, and work towards consensus in order to directly help the team their achievement towards the goals for each activity.
- **Self grower** - participants document their own goals for the session and work throughout the session to use workshop activities and/or create opportunities to address those goals, generate and document progress towards those goals, and plan for opportunities to apply what they have learned in order to continue growing.
- **Outcomes orientation** - participants take an active role in ensuring that they have made progress towards understanding the value of each workshop component before moving on, helping the group move along if progress is sufficient, and documenting the work completed towards achieving those outcomes.

Facilitation Plan:

1. Introductions and personal session outcomes - groups of 4, then reporting out introducing someone else until time runs out (~10 min)
2. What are performance criteria and why use them? (~5 min)
3. Analyze example performance criteria to visualize behavior of performer and connect to later assessment or evaluation of performer - activity filling out worksheet in teams, then reporting out (~10 min)
4. Methodology for writing performance criteria - facilitator led example (~20 min)
5. Applying performance criteria methodology to participant contexts - activity filling out worksheet in pairs (~20 min)
6. Peer assessment of performance criteria using SII format on worksheet (~15 min)
7. Session assessment and closure - facilitator leads SII and wrap-up summary to check how well personal outcomes have been met (~10 min)

Resources:

Pre-reading materials from the *Faculty Guidebook* (links also available on the secure site: www.processeducation.org/peconf/2016/secure)

- Writing performance criteria for individuals and teams
www.pcrest.com/research/fgb/4_1_7.pdf
- Writing performance criteria for a course
www.pcrest.com/research/fgb/2_4_9.pdf

Participant Worksheet (available on the following pages)

Participants Need:

- Writing utensil
- Conference binder

Room Needs:

- Projector and HDMI-compatible connection for laptop
- Tables for teams of 4-6

Notes

Participant Worksheet

Introduction – what do I hope to gain from this workshop?

| | |
|----------------------------|--|
| Personal outcome #1 | |
| Personal outcome #2 | |

Analyzing Performance Criteria to Extract Meaningful Information

| Aspect | Example Perf Crit #1 | Example Perf Crit #2 | Example Perf Crit #3 |
|--|----------------------|----------------------|----------------------|
| <i>Jot down the best example of someone doing this that you have ever seen</i> | | | |
| <i>What observable behaviors are represented in the performance criteria?</i> | 1. 2. ... | 1. 2. ... | 1. 2. ... |
| <i>What about each behavior represented is important to making a superior performance?</i> | 1. 2. ... | 1. 2. ... | 1. 2. ... |

Using a Methodology for Creating Performance Criteria

1. Who is the performance for? (list stakeholders)
2. What do the stakeholders expect?
3. How do you know when a performance is superb? (brainstorm observable areas of quality)
4. List different aspects that make up each area of quality.
5. Minimize redundancy and overlap among the areas of quality.
6. Choose the 2-5 areas of quality that are most critical.
7. For each area of quality - write a sentence connecting each of the various aspects.
8. For each area of quality - revise your draft sentences to develop clear statements of performance.
9. Sequence the statements to form a logical set.

Steps 1-2: Stakeholders and expectations

| Stakeholders | Expectations |
|---------------------|---------------------|
| 1. | 1. |
| 2. | 2. |

Steps 3-4: areas of quality and their aspects

| Areas of quality → | | | | |
|--------------------|--|--|--|--|
| Aspect #1 | | | | |
| Aspect #2 | | | | |
| Aspect #3 | | | | |
| Aspect #4 | | | | |

Steps 5-6: minimize redundancy and pick most critical – edit and mark on table above

Steps 7-9: write your performance criteria

Draft

| | |
|-------------|--|
| PC 1 | |
| PC 2 | |
| PC 3 | |
| PC 4 | |

Revise

| | |
|-------------|--|
| PC 1 | |
| PC 2 | |
| PC 3 | |
| PC 4 | |

Choose order by labeling in first column

Peer Assessment – SII Assessment on Performance Criteria Written Today

| | |
|--------------------------------------|---|
| Strengths and why | <ol style="list-style-type: none">1.2. |
| Areas for improvement and how | <ol style="list-style-type: none">1.2. |
| Insight | <ol style="list-style-type: none">1. |

Session Assessment – SII Assessment on Today’s Workshop on Writing Performance Criteria

| | |
|--------------------------------------|--------------|
| Strengths and why | 1. 2. |
| Areas for improvement and how | 1. 2. |
| Insight | 1. |