

Legal Education at the Crossroads, v. 3.0
The University of Denver Sturm College of Law

Formative Assessment of Teaching – Selected Annotated Bibliography

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Books

- Schwartz, Sparrow & Hess, *Teaching Law By Design: Engaging Students from the Syllabus to the Final Exam* (2009) – Chapter 8, “Developing as a Teacher; Appendix 8-1 “Faculty Inventory”
- Hess & Friedland, *Techniques for Teaching Law* (1999) – Chapter 10 “Classroom Assessment: Feedback to Teachers”
- Brookfield, *Becoming a Critically Reflective Teacher* (1995) – many prompts and exercises for self-reflection and self-assessment
- Paulson & Feldman, *Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement* (1995) – comprehensive faculty development and formative assessment program
- Keig & Waggoner, *Collaborative Peer Review: The Role of Faculty in Improving College Teaching* (1994) – protocol for reciprocal class visits; peer observation instruments
- Weimer, *Improving College Teaching* (1990)) – comprehensive faculty development and formative assessment program

Articles

- Hess & Sparrow, *What Helps Law Teachers Develop as Teachers? – An Empirical Study*, 14 WIDENER L. REV. 149 (2007) – effectiveness of formative assessment techniques
- Hess, *Improving Teaching and Learning in Law School: Faculty Development Research, Principles, and Programs*, 12 WIDENER L. REV. 443 (2006) – comprehensive faculty development and formative assessment program for law schools
- Hess, *Learning to Think Like a Teacher: Reflective Journals for Legal Educators*, 38 GONZAGA L. REV. 129 (2003) – teaching journal to assess and improve teaching
- Hess, *Student Involvement in Improving Law Teaching and Learning*, 67 UMKC L. REV. 343 (1998) – student advisory group to assess and improve teaching