Welcome

Documenting Teaching Effectiveness
March 19, 2015

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Welcome

Documenting Teaching Effectiveness
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Agenda

• Why document?
• Measuring Effectiveness
• Thinking about three types of evidence
• Putting it all together
Why document teaching effectiveness?

- Promotion & Tenure
- Annual Evaluation
- Job Application
- Improve teaching practice
- Scholarship of Teaching and Learning
- Leave a legacy
- Annual Evaluation
How is teaching effectively assessed?

- subject matter mastery
- development of curriculum
- course design
- delivery of instruction
- assessment of learning
- availability to students
Potential Sources of Evidence

- student ratings
- peer observations
- self-evaluation
- learning outcome measures
- videos
- student interviews
- alumni ratings
- administrator ratings
- teaching scholarship
- teaching awards
- outside review of teaching portfolio
- syllabi
- samples of student work

Sources of Data for Tenure Review

- “evidence must be presented which demonstrates a high level of performance in teaching…”
  - sources which may include, but are not limited to, course evaluations, colleague evaluations, and solicited assessments by students
- “Assessment of Teaching Commitment and Effectiveness”
  - course evaluation and student comments
  - submission of documents (courses, innovations, theses and dissertations directed, bibliographies, syllabi, reading lists, exams)
  - selection and presentation of other evidence rests with candidate
- “High quality performance”:
  - classroom evaluations by peers
  - Student course evaluations
  - appraisal of syllabi, reading lists, new course development, course revisions, range of courses taught
  - other: supervision of theses, teaching awards, statements of former students, success of students
What can we learn from the most frequently used means?

- student evaluations
  - classroom rapport
  - clarity
  - classroom management
  - provision of information about course requirements
  - ability to simulate interest in subject matter
  - ability to provide intellectual challenge
  - organization and preparation

- peer review
  - pedagogical content knowledge
  - ethical standards of practice
  - discipline-related pedagogies and assessment practices

- reflective statement/self evaluation
  - instructor objectives and accomplishments
  - teaching philosophy
  - testing and evaluation procedures
  - adaptations to teaching as a result of assessment
  - Efforts to improve performance
  - teaching honors and awards
Thinking about evidence

- **Student Evaluations**
  James Atlas
  Associate Professor, Computer & Information Sciences

- **Peer Observation**
  Darcy Reisman
  Associate Professor, Physical Therapy

- **Reflective Teaching Statement (Self-evaluation)**
  Jill Flynn
  Associate Professor, English

How do we use these three types of evidence to display effectiveness?
15 minutes at each area

Student Evaluations

Peer Observation

Teaching Statement

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Questions or concerns?

• How reliable and valid are student course evaluations?

• What is the most significant aspect of teaching noted for promotion to full professor?
Putting it together

- Department Requirements
- Examples
- Mentor review
- CTAL
Portfolio

Carefully selected artifacts accompanied by a narrative

• reflective statement

• summaries of student ratings

• representative course syllabi

• department chair and peers’ assessments of teaching contribution

• samples of students’ work

• awards and honors

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One-minute paper

1. How will you use what you learned today to document your teaching?

2. How can UD - your department, your college, CTAL, etc. - support you in documenting your teaching?
Announcements

Teaching & Learning Conversations (TLC)
• March 25: What are microaggressions and how do they impact learning?
• April 22: How can I mitigate stereotype threat in the classroom?

First Friday Roundtable
• April 10: Divide and Conquer: Working with groups and teams in large classes
• May 1: Un-Conference

Bookclub
• April 8: Discussion of Mindset by Carol Dweck

Summer Faculty Institute
• June 1-4
Triangulating

- Understanding the act of teaching is complex

- BUT a more accurate picture of effectiveness and ways to improve can be discerned if multiple sources of data are collected, analyzed and reflected upon
Resources


