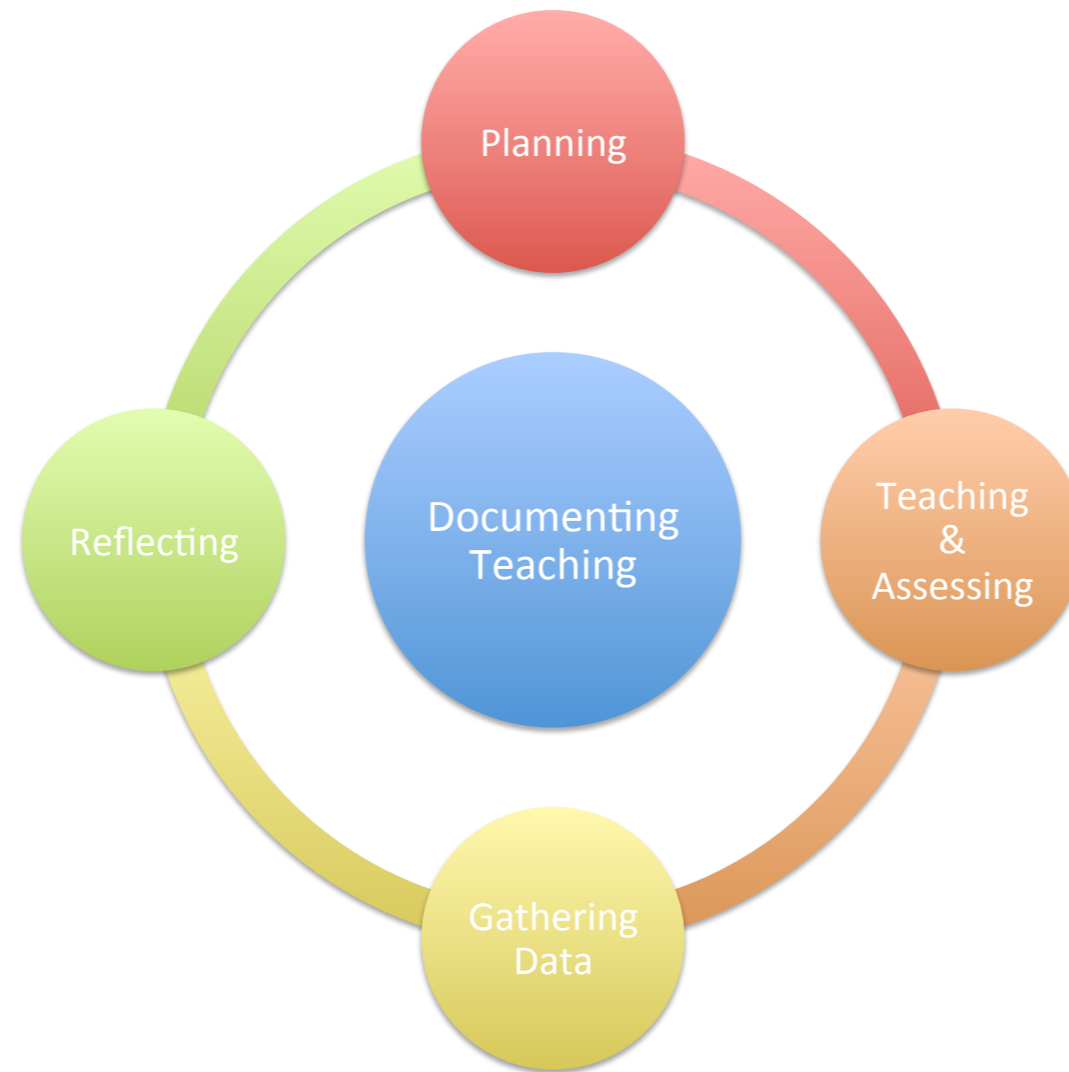


# Welcome

Documenting Teaching Effectiveness  
March 19, 2015

Cheryl R. Richardson, Phd  
Assistant Director, Center for Teaching and Assessment of Learning

# Welcome



Documenting Teaching Effectiveness  
March 19, 2015

# 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)

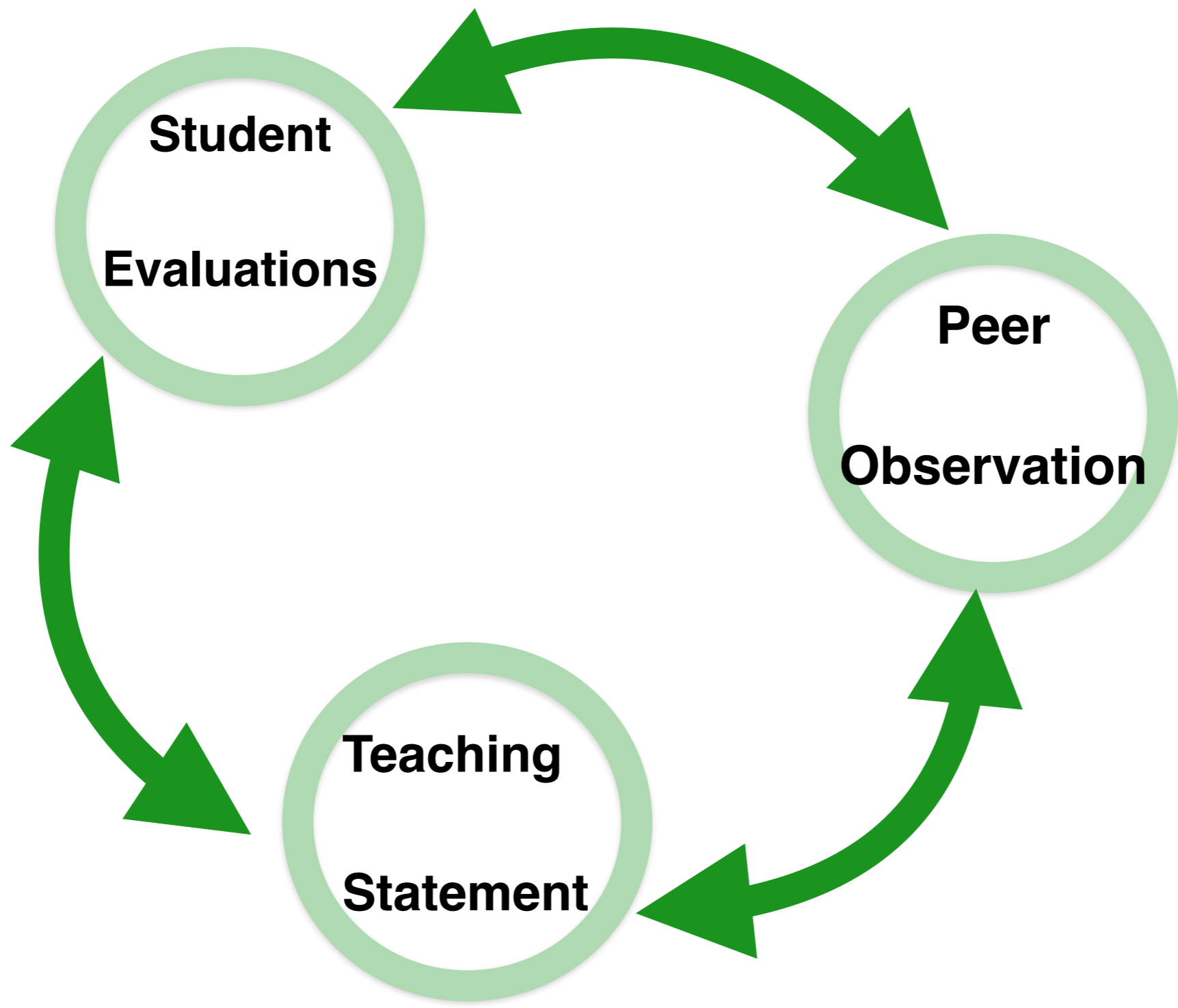


Jill Flynn

Associate Professor, English

**How do we use these three types of evidence to display effectiveness?**

# 15 minutes at each area



# 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

# 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

- Berk, R. (2005). *Survey of 12 Strategies to Measure Teaching Effectiveness*. *International Journal of Teaching and Learning in Higher Education* 17 (1), 48-62.
- Lattuca, L.R. & Domagal-Goldman, J. (2007). *Using qualitative methods to assess teaching effectiveness*. *New Directions for Institutional Research* 136.
- Seldin, P. (1999). *Changing Practices in Evaluating Teaching*. Bolton, MA: Anchor Publishing.
- Theall, M. (2010). *Evaluating teaching: From reliability to accountability*. *New Directions for Teaching and Learning* 123.