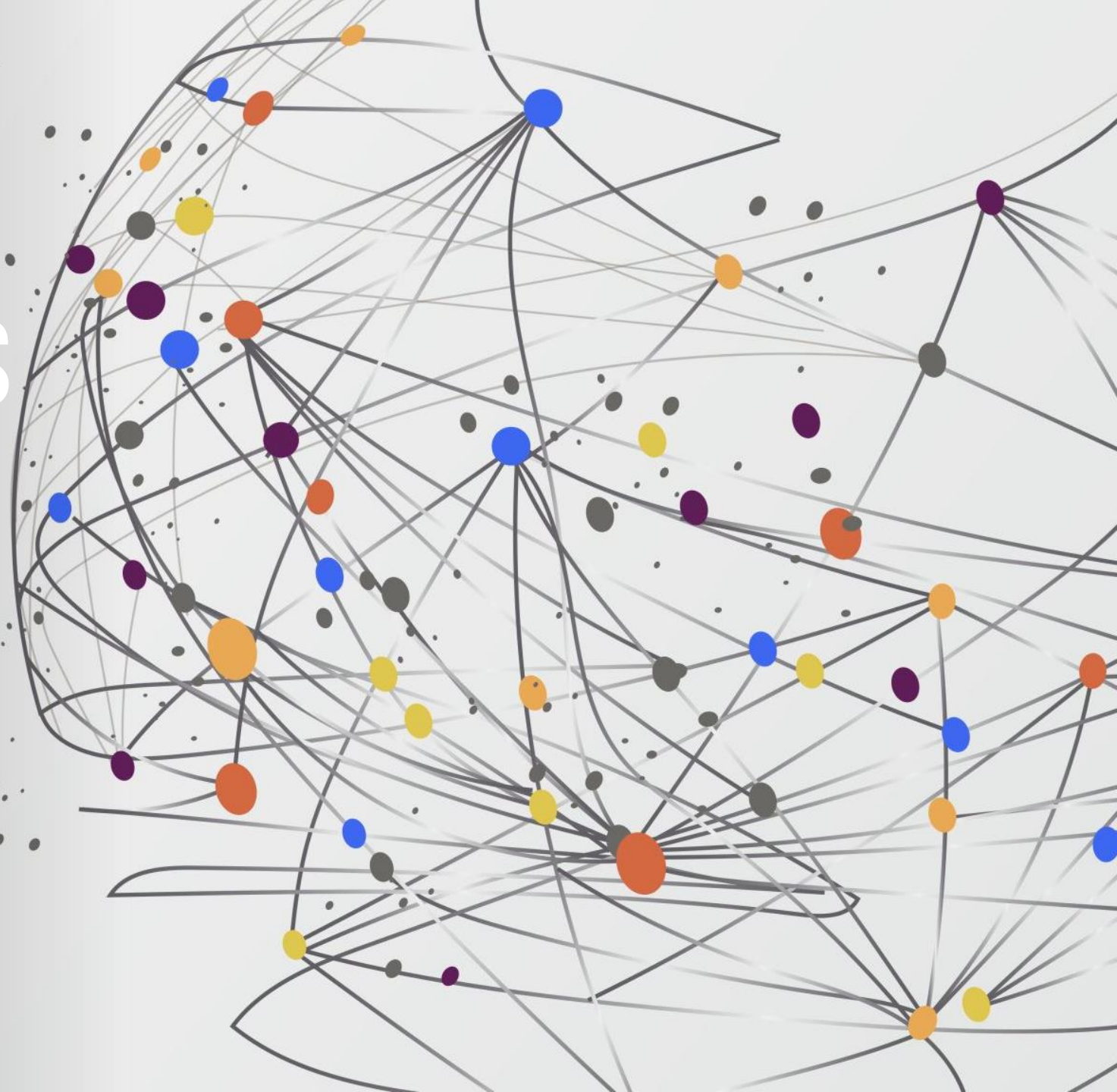

TEACHING EFFECTIVENESS

Models and Rubrics



TEACHING EFFECTIVENESS POLICY

- Instituted in Fall 2024, individual unit plans/procedures in development



- Teaching Effectiveness Tools

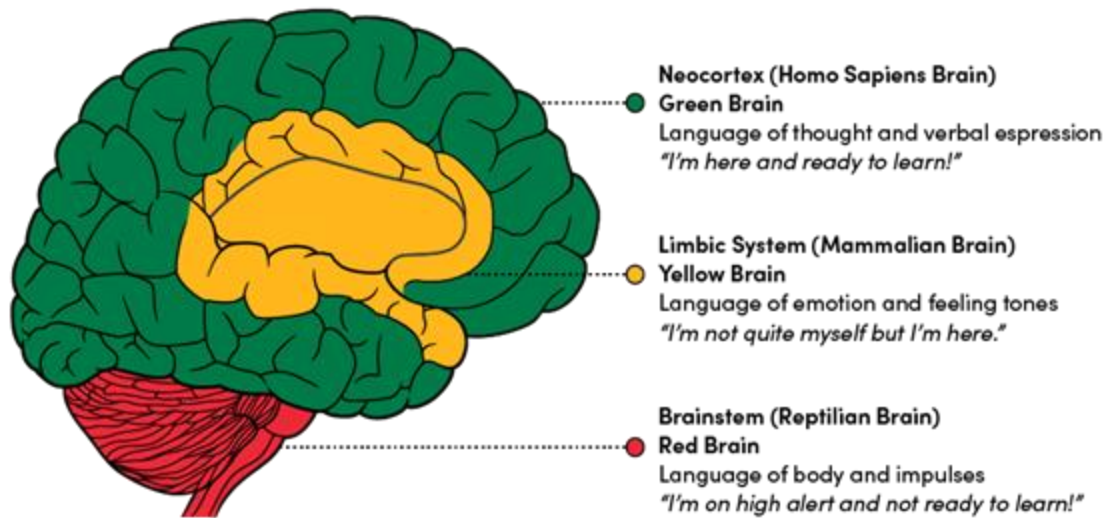


HOW TEACHING IS DEFINED

- Broadly...
 - All organized courses
 - Clinical instruction and supervision
 - Experiential instructional spaces
 - Mentoring and advising
 - Community-engaged teaching
 - Instructional Efforts: developing course materials
 - Supervision of research
 - Directing of co-curricular
 - Internships and experiential learning
 - Supervision of graduate instructors and assistantships
-

DEVELOPING AN EVALUATION OF TEACHING EFFECTIVENESS PROCESS

- Define teaching for your unit
- Define what effective teaching looks like for your unit
- Attend to Transparency and Choice when possible:



Modified from: [Carello, 2020](#). See also this document with [examples](#).

DEFINING TEACHING EFFECTIVENESS

- UNC System Board of Governors’ “expectation that teaching should be the first consideration of all UNC institutions”
 - “student-centered learning and assessment experiences aligned with clearly articulated learning objectives...”
Elements of courses
 - “fosters critical, analytical, and creative thinking...”
 - “ensures all students can participate fully...”
Accessibility, UDL
 - “implements regularly revised content via pedagogical techniques that are current, research-informed, and rigorous...”
Professional development, ongoing practice of teaching
 - “reflect in course design, student outcomes, reflective teaching practice, and professional development.”
Scope of teaching practice
-

ADDING CHOICE

Self-Reflection

Professional
Development

Teaching Reflection

Course Evaluation
Response

Peer Review

Teaching
Observations

Course Reviews

Teaching Circles

Student Feedback

End of course
evaluations

WHY TEACHING EFFECTIVENESS FRAMEWORKS AND RUBRICS



Communicate unit strategic teaching goals and their relationship to student success



Clear shared understanding of teaching effectiveness and expected defined behaviors



Explore additional means for measuring teaching effectiveness (e.g., peer review and self-reflection)



Support instructors in their use Course Evaluation data to improve teaching practice



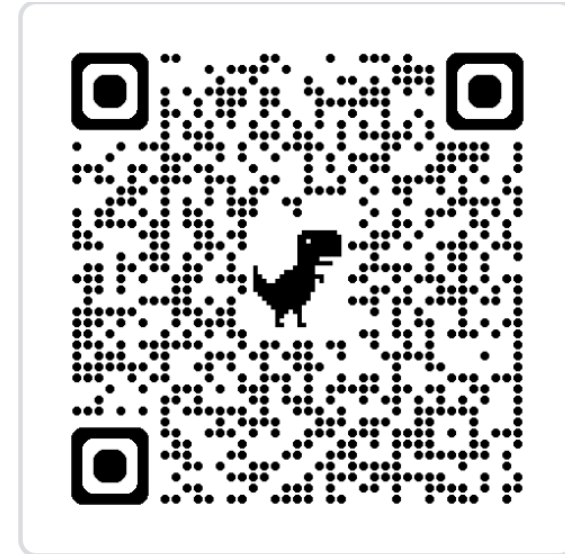
Identify professional development goals and opportunities in support of teaching goals

QUESTIONS TO ASK & ANSWER:

- What are the strategic teaching goals of the unit in support of student success?
 - How is each component of the assessment weighted in the process?
 - How does ongoing professional development of teaching factor into the evaluation process? Is it accounted for or encouraged?
 - What strategic points of transition (i.e., new faculty, pre-tenure, new course) accounted for or supported in the process?
 - How are graduate teaching associates/assistants evaluated or present in the process?
 - Units should consider how course evaluation data will be used to support the faculty member's growth and professional development.
 - Peer Review: Who? How often?
 - Self-Assessment: What should be included in a self-assessment of teaching?
-

TEACHING EFFECTIVENESS FRAMEWORKS OR FRAMEWORKS FOR EVALUATING TEACHING

- There are a plenty...
 - [Benchmarks for Teaching Effectiveness](#)
 - [Critical Thinking Behaviors](#)
 - [Holistic teaching Evaluation Framework](#)
 - [Framework for Assessing Teaching Effectiveness \(iFate\)](#)
 - [Quality Teaching Standards](#)
 - [Framework for Teaching Assessment](#)
 - [Elements of Effective Teaching](#)



BENCHMARKS FOR TEACHING EFFECTIVENESS

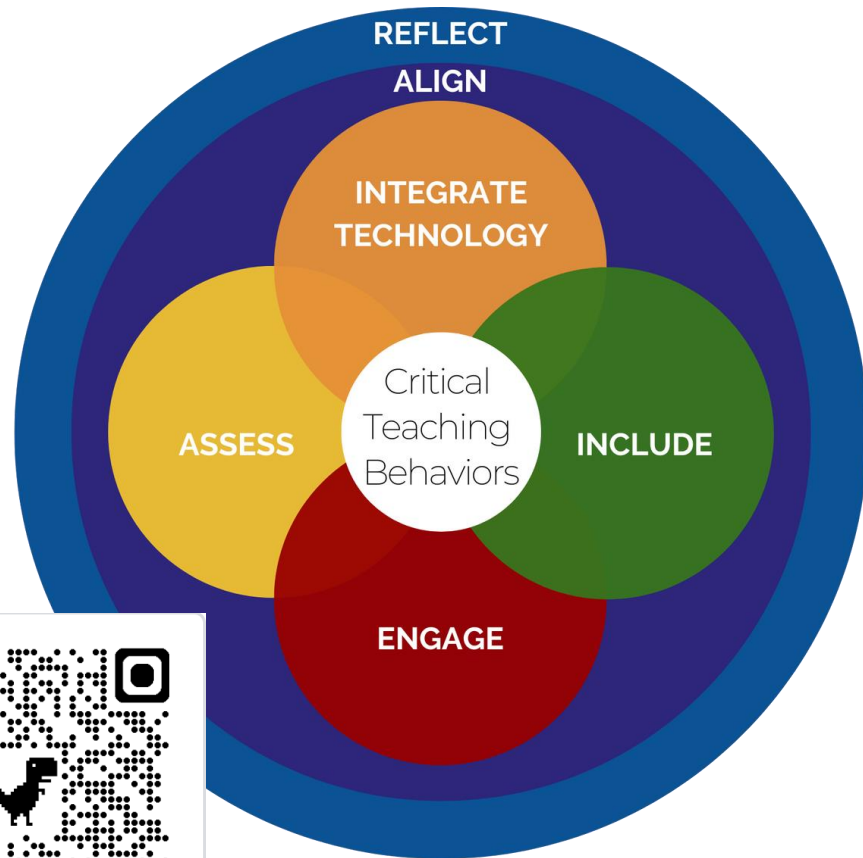


- TEval was developed through a multi-institution partnership with Association of American Universities (AAU).

“Benchmarks posits that **effective teaching involves the alignment of course goals and instructional practices, the creation of motivating, respectful and welcoming learning climates, and consistent attention to and reflection on student learning and feedback.**”



CRITICAL TEACHING BEHAVIORS FRAMEWORK

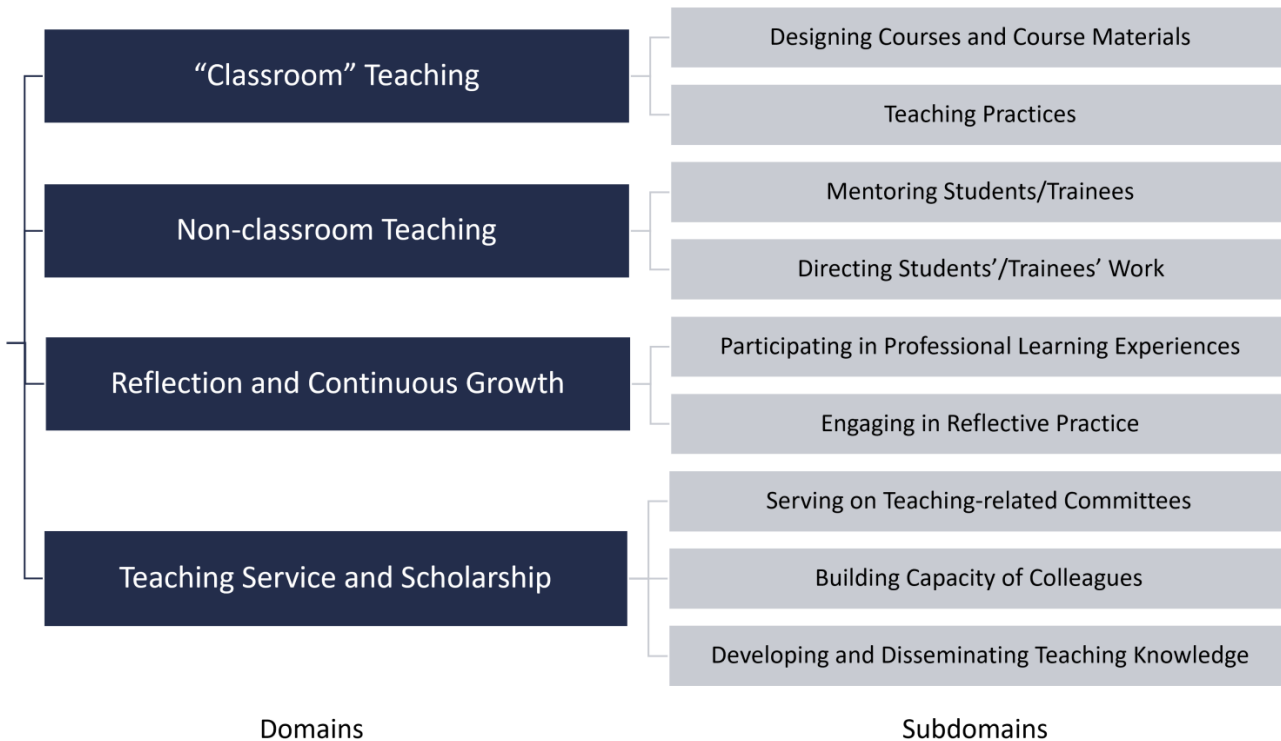


- The Critical Teaching Behaviors (CTB) framework provides a scholarly-based approach to documenting and evaluating teaching for the purposes of annual review and promotion and tenure.
- Focuses on observable behaviors and strategies
- Creates common language and definitions from research on teaching within higher education
- Framework/rubric outlines behaviors in each category
- Provides samples for peer review, self-reflection



HOLISTIC TEACHING EVALUATION FRAMEWORK

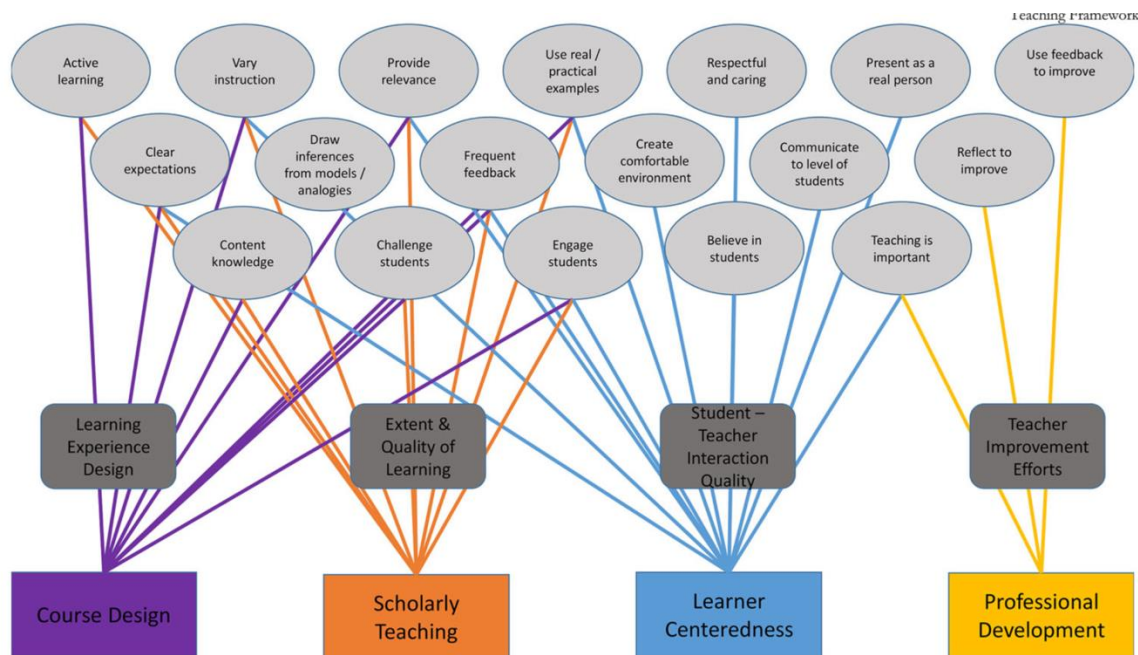
UVA Holistic Teaching Evaluation Framework



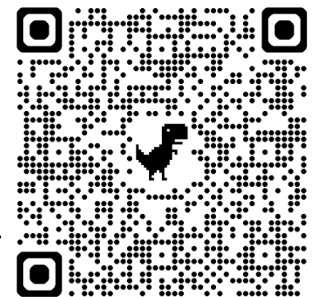
- For four primary domains of teaching: "Classroom" teaching, non-classroom teaching, reflection & continuous growth, teaching service & scholarship.
- Provides examples of professional development for each domain
- Outlines potential behaviors for each domain and suggested evidence



IFATE: FRAMEWORK ASSESSING TEACHING EFFECTIVENESS



- Defines effective teaching practice that is learner-centered and integrates multiple dimensions of measurement. The model is aimed at continuous formative feedback for professional growth.
- Used across multiple institutions
- Provides clear examples of developing, proficient, exemplary activities for each category
- Provides related resources for each element within the framework and examples of evidence



UPCOMING WORKSHOPS



Mar 17 1pm - 2:30pm
Teaching Effectiveness:
Peer Review



April 15 1pm – 2:30pm
Teaching Effectiveness:
Beyond Course Evaluations

