

Defining and Supporting Teaching Excellence

Jennifer Todd & Tonya Buchan
The Institute for Learning and Teaching - TILT



Colorado State University

Colorado State University



- Fort Collins, Colorado
- 1,547 full time instructors
- 33,413 students
- 24 breweries
- 59 mountain bike trails
- R1, land grant mission
- The Institute for Learning & Teaching (TILT)

Session Outcomes

Participants will be able to...

- Determine overlap/interdependence of components of effective teaching
- Identify strengths and growth areas in your teaching
- Use a teaching effectiveness framework to set a teaching goal
- Share teaching effectiveness tools with colleagues/GTAs at your institution

History of the Teaching Effectiveness Framework

University

**Task Force on
Developing &
Evaluating Teaching
Effectiveness**

**Revisions to
Faculty Manual**

**Department Criteria
for Promotion
of NTTF**

**Spring
Revised Course
Survey Distributed**

2013

2017

2018

2019

TILT

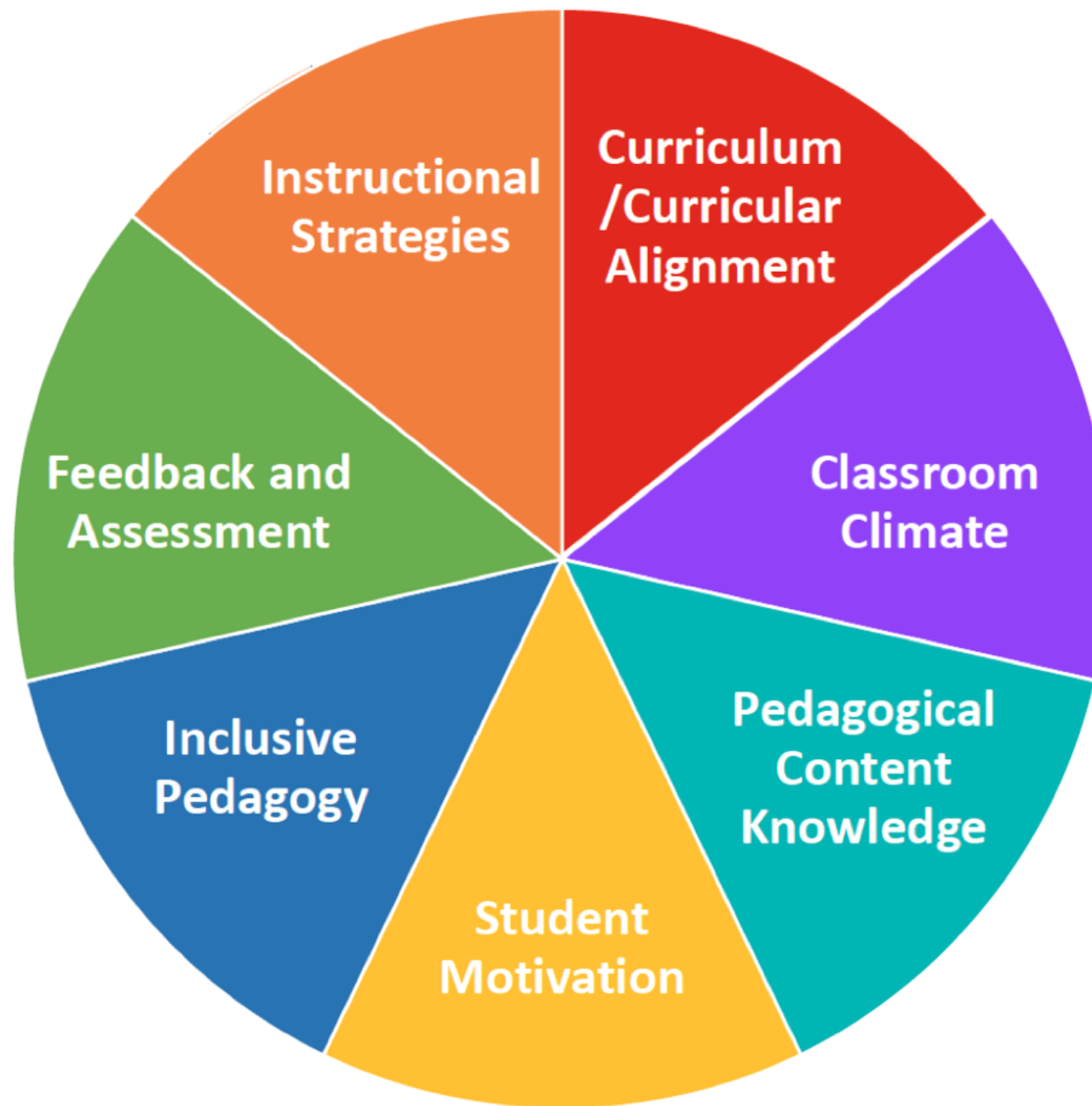
**Teaching Effectiveness Framework
Development and Vetting:
CoTL, CoNTF, Provost for Faculty Affairs,
Deans, Chairs, Faculty**

**May 22, 2019
Teaching
Effectiveness
Framework Roll Out**



How to become a better teacher

About 706,000,000 results (0.56 seconds)



Self-Reflection

Which domain do you feel is a strength for you?

*Which **two** domains excite or intrigue you?*

Colorado State University Teaching Effectiveness Framework

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Framework for Developing Teaching Effectiveness – page 2

	Evidence	Advanced	Proficient	Developing	Emerging
Classroom Climate Classroom climate refers to the intellectual, social, emotional, and physical environment in which students learn. It is the responsibility of the instructor to intentionally create a safe space to foster a community of diverse learners.	Building Classroom Community <ul style="list-style-type: none"> Techniques and institutionalization 	Institute teaching practices that foster CSU Principles of Community and create a challenging, safe, supportive, engaged community for all learners.	Employs several teaching practices that foster CSU Principles of Community and create a challenging, safe, supportive, mostly engaged classroom.	The instructor periodically attempts teaching practices that build and reinforce CSU Principles of Community throughout the semester.	Attempts teaching practices that build community mostly during the first week.
	Engagement/ Participation <ul style="list-style-type: none"> Frequency of opportunities for participation Expectation of participation. 	Teaching practices promote curiosity, critical thinking, intrinsic motivation, and participation from all students throughout the semester.	Teaching practices promote curiosity, critical thinking, intrinsic motivation, and participation from most students throughout the semester.	Students are encouraged to participate and some attempt is made to keep them engaged.	Individual participation is encouraged by the occasional asking of questions. Student responses may/may not be required.
	Classroom Interactions	The instructor recognizes and takes action to mitigate implicit bias of classroom interactions and brings this awareness to students.	The instructor recognizes and takes action to mitigate implicit bias of classroom interactions.	The instructor recognizes and seeks resources to take action to mitigate implicit bias of classroom interactions.	The instructor is beginning to recognize implicit bias that affect classroom interactions.

Creating a safe learning environment

- [Be vulnerable](#); tell students when you don't know something, and find out for next class
- Design activities where students engage with each other on a regular basis

Incorporating Principles of Community

- Create a system for everyone to [call each other by name](#)
- Ask students for feedback on your teaching several times a semester; do something with their feedback
- Help students learn how to communicate equitably and productively with each other

Engaging Students

- Encourage students to be experts; allow them to teach concepts to each other
- Talk with them instead of at them
- Engage students in the content – through [discussion](#), activities, and time to think
- Make time to answer student questions/create a system where all students ask questions
- Provide opportunities for students to work with others - and for students to see the value of diverse perspectives
- Connect the content to the lived experiences of all students

Setting the Stage for Success

- [Believe in students](#) – that they can succeed; communicate this with them
- Instructor/students [create class norms](#) and establish a system to adhere to them
- [Check for student understanding](#)/reteach if necessary
- [Create an inclusive environment](#)



Self REFLECTION

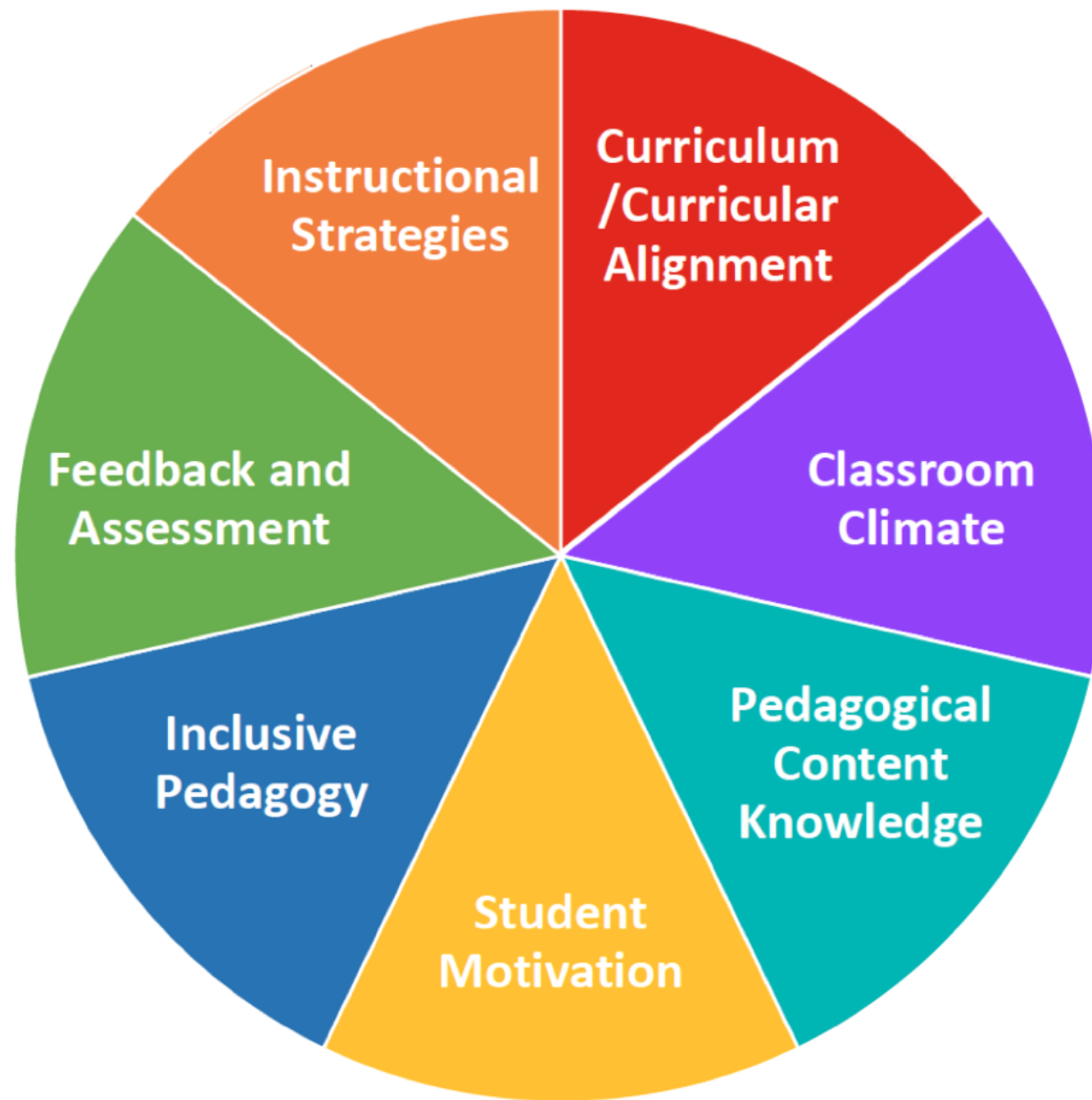
<https://thriveglobal.com/stories/the-art-of-self-reflection/>

Framework for Developing Teaching Effectiveness – page 2

As a group, review the framework. Then go to <https://tinyurl.com/CSU-TEF> and record

- 3 “notices”
- 3 “wonders”
- Be prepared to share with the larger group.

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Colorado State University Teaching Effectiveness Framework

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Framework for Developing Teaching Effectiveness – page 2

On your own,

- 1. Read the descriptions of the two domains that excited or intrigued you*
- 2. Narrow your choice to one domain to set a teaching goal*

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Goal-Setting Form

Instructor: <i>This form is meant to be a <u>summary</u> of your strengths, goal(s), plans, and evidence of teaching effectiveness for the year; it is recommended to be 1 – 2 pages in length with attachments and/or links to evidence and other documentation.</i>		Reviewer Comments:
Strengths	Teaching Strengths: Identify strengths that you bring to your teaching. What evidence do you have for these strengths?	
	How can you envision sharing these teaching strengths with your colleagues?	
Planning	Teaching Effectiveness Goal: To establish your goal, focus on growth. Write a goal that is specific, measurable, attainable, relevant and rigorous (but realistic) and time bound. Consider these questions in relation to the goal: Where am I in skills, dispositions, knowledge? How much growth is realistic in one year? How will I achieve this growth? Teaching Effectiveness Proficiency Addressed (see Framework for Teaching Effectiveness):	

Review the sample goals.



Goal: Improve **classroom climate** so that students feel safe enough to share ideas even if they make a mistake.

SMART Goal: Integrate at least three opportunities for students to interact with each other every class so that they feel more comfortable participating on a regular basis.

Developing and Evaluating Teaching Effectiveness

- Collaborate with colleagues
- Join a Community of Practice
- Attend PD aligned with Teaching Effectiveness Framework/goal
- Peer Observations
- Literature research/ Self-Reflection
- Provost Academy
- Teaching Squares

ENGAGE

Participate in professional learning aligned with the Teaching Effectiveness Framework

REFINE

Write/revise a goal

- Set a SMART goal: Specific, Measurable, Achievable, Relevant, and Time-bound
- Determine how you will measure achievement of the goal

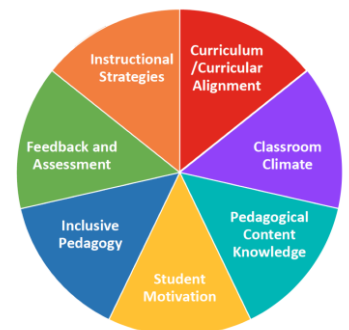
REFLECT & ASSESS

Use evidence to gauge teaching strengths and growth areas

- Teaching Practices Inventory
- COPUS
- Peer Feedback
- Teaching Squares
- Self-Reflection
- Teaching Effectiveness Framework
- Annual Review
- Course Evaluations

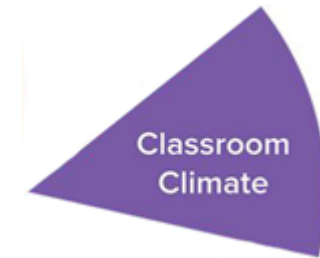
IDENTIFY & ALIGN

Choose one growth area and align it with a domain on the Teaching Effectiveness Framework



TILT 2019 Summer Con at CSU

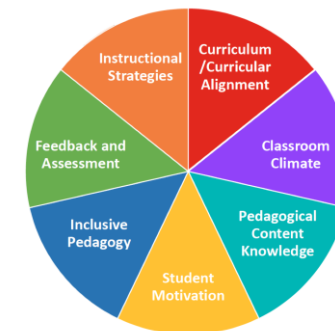
The Secret Sauce to Sense of Belonging and Student Success
- Terrell Strayhorn



The Evidence Behind Evidence-based Teaching - Sarah Eddy
Instructional Strategies for Student Engagement - Chris Retsema



**Developing Your Teaching Effectiveness:
A Goal-Setting Workshop - Us :)**



Teaching Effectiveness Framework



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Thank you!

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