

How to Demonstrate Excellence in Teaching Effectiveness in Your P&T Dossier

Telling the Story of Your Teaching Tenure

Agenda

- P&T Guidelines
- Teaching Philosophy
- Use of Evidence
- Telling Your Story

Tip #1

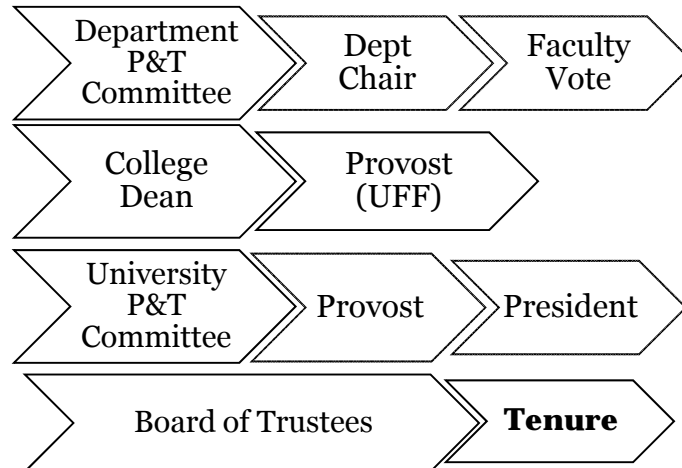
- Start early.
 - Make a plan and monitor progress over weeks/months
 - The P&T Dossier is NOT a weekend project

P&T Particulars

- Negotiated Contract through UFF (March 2006)
- <http://www.unf.edu/facstaff/uff/finalcontracto606.pdf>
- Article 19 (Tenure)
- Article 20 (Promotion; Associate and Full)
- Article 21 (Promotions for Library Faculty)

P&T Particulars

- The P&T Process



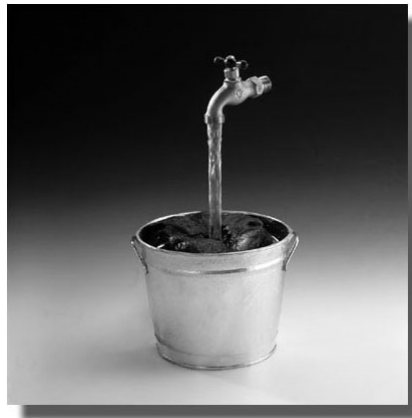
Tip #2

- Have meaningful conversations with your Chair about P&T.
 - Pressure your Chair to be honest
 - Do not accept general statements

P&T Guidelines

- Criteria for Tenure & Promotion to Associate
 - “excellent in teaching” AND
 - “excellent in scholarship” AND
 - “demonstrate continuing meaningful contributions in service”
- A positive tenure decision **cannot** be granted based on Outstanding **Teaching** without the candidate satisfying “Excellence in **Scholarship**”
- A positive tenure decision **cannot** be granted based on Outstanding **Scholarship** without the candidate satisfying “Excellence in **Teaching**”

Your Teaching Philosophy?



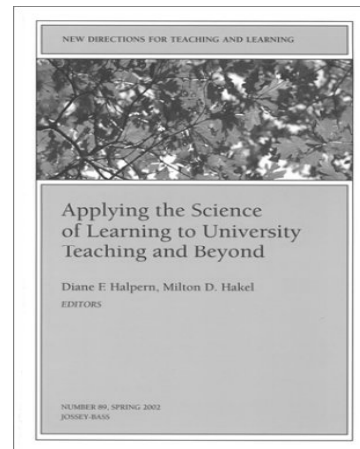
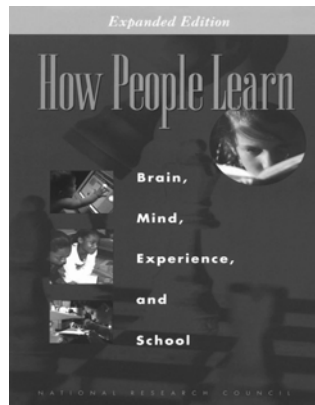
Models of Learning

- Rather than the ***delivery of instruction*** we should focus on the ***production of learning***
- Rather than focus on ***what and how professors teach*** we must understand ***how and what students learn***
 - Barr & Tagg, 1995; “From Teaching to Learning: A New Paradigm for Undergraduate Education” ***Change*** magazine

Models of Learning

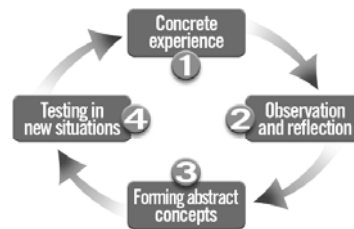
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Research on Human Learning



Learning Paradigms

- Retention and Transfer
 - Attention
 - Interpretation and Elaboration
 - Retrieval Practice
 - Structure and Variability
- Deep Reasoning
 - Significant Questions
 - Challenge
 - Explain
- Critical and Creative Thinking
- Individual Differences/Learning Styles
- Meta-Cognition
- Transformational Learning/Community-based



Tip #3

- Review and revise regularly.
 - Use annual reports as a time to reflect and make plans for improvement
 - Write, review, and keep a record of your teaching philosophy and goals

Facilitation of Learning



Pedagogy

- Class Demonstrations
- Lab Work
- Active Learning
- Inquiry-based Learning
- Problem-based Learning
- Community-based Learning
- Service Learning
- 4 • Cooperative Learning
- Role-playing
- Think-Pair-Share
- “Minute” papers
- Case Study
- Project-based Learning
- Interactive Games
- Peer Teaching
- Research Projects
- Study Abroad

Why Use Evidence?

- Natural Curiosity
- Concern about Student Learning
- Validation of Instructional Efforts
- Evidence-based approach
- Institutional Effectiveness
 - National Trends
 - General Education
 - Departments/Disciplines
- It can lead to improved learning!

Contract Language

- Excellence in teaching is evidenced by a record of high quality teaching:
 - evidence of effectiveness in **presenting** knowledge and skills
 - in stimulating students' **critical thinking** and/or creative abilities
 - the **development** or revision of curriculum and course structure

Evidence in Assessment

Forms of Assessment:

FORMATIVE

AND

SUMMATIVE

Formative

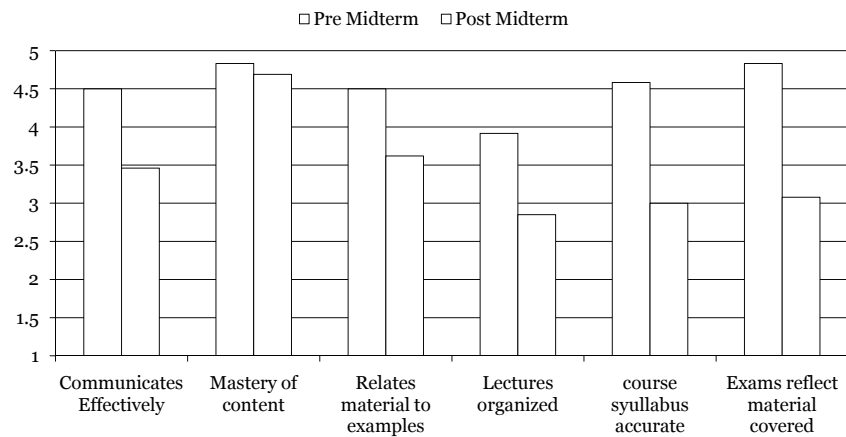
- **Goal: Provide Feedback for Ongoing Improvement**
- Given During the Teaching Process
- Developmental
- Focused on Process
- Requires a Response



FORMATIVE: Some Examples

- One Simple Approach: Ask.....
 - What do you like best about this class?
 - What do you like least about this class?
 - What would you like me to do more of?
 - What would you like me to do less of?
 - Other comments
- Brookfield's "Classroom Critical Incident Questionnaire"
- Follow-up at next class meeting

Formative Assessment



Tip #4

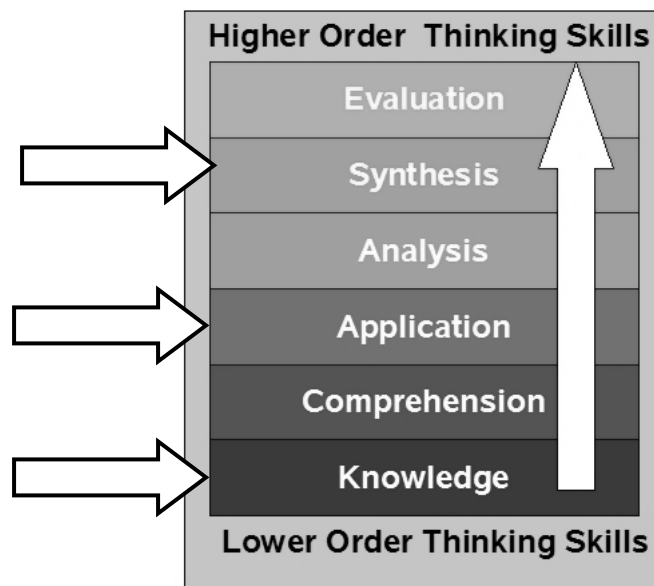
- Collect evidence early and often.
 - Each semester, administer surveys or use other data (e.g., rubrics) to inform your teaching
 - Connect assessment to goals, philosophy
 - Include evidence in annual reports

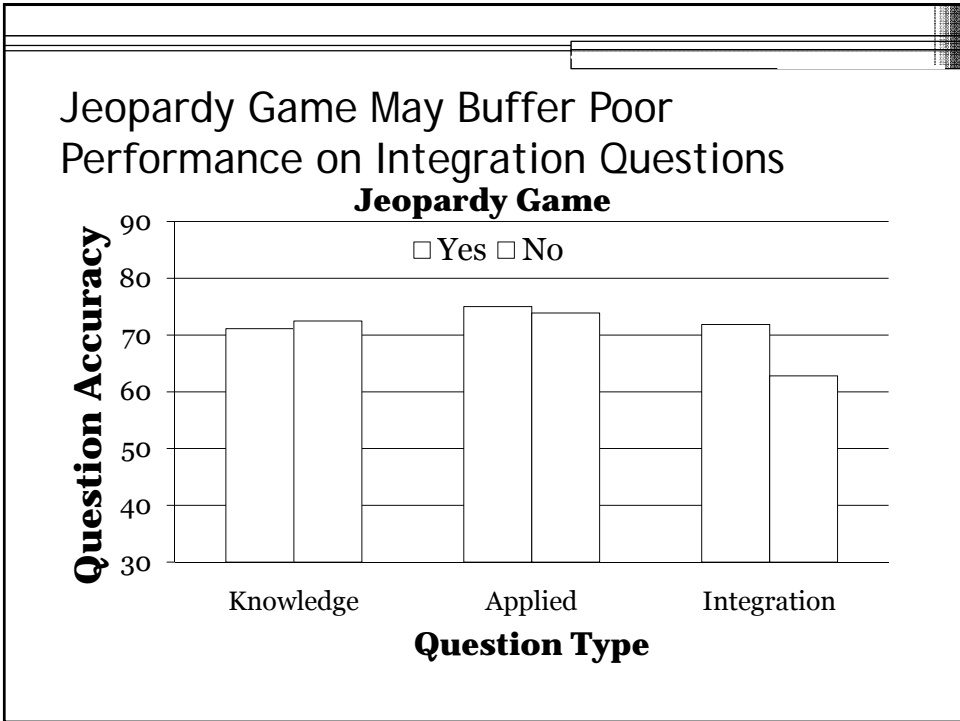
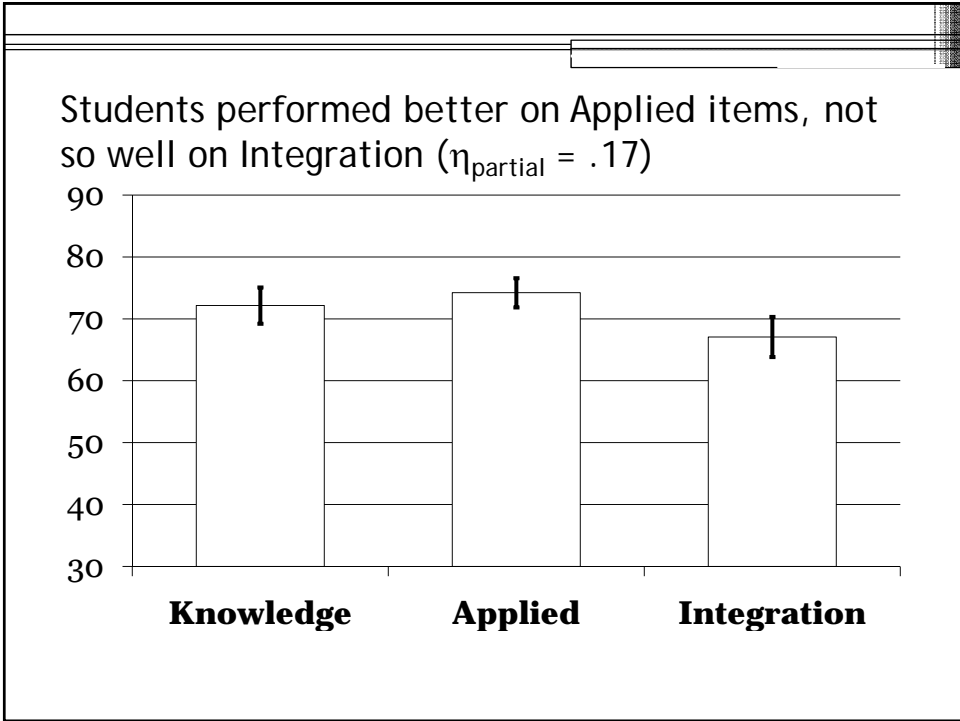
Summative



- **Goal:**
Overall Conclusion or Summation of Effectiveness
- Given at the end of a Teaching Process
- Used for personnel decisions
- Often Made Public (e.g., placed in dossier)

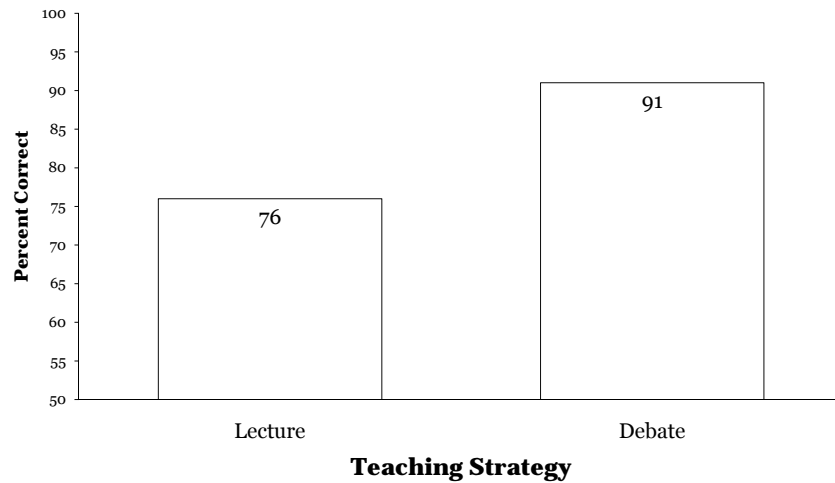
Blooms Taxonomy





Evidence for Specific Strategies

Question 1/Exam 3: Multiple Comparisons



Tip #5

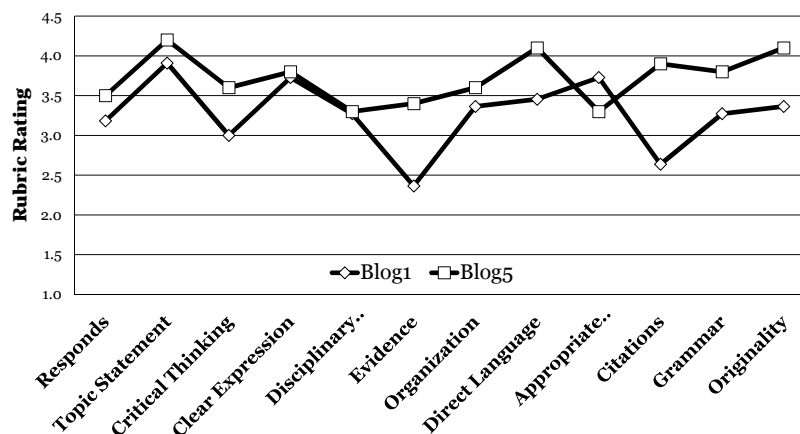
- Some evidence is better than no evidence.
 - Keep records of everything (student comments, emails, etc.)
 - Don't wait until your assessment efforts are perfect to collect data
 - Ignore implausible explanations for the data

RUBRICS

- One or more traits or **dimensions**
- **Definitions and examples** to clarify the meaning of each trait or dimension
- A **scale** of values on which to rate each dimension
- **Standards** of excellence for specified performance levels

Herman, Aschbacher, and Winters (1992)

Using Rubrics as Evidence



Evidence Matrix

	Formative	Summative
Process (Faculty)	Periodic Evaluations/ Questionnaires, Critical Incident Questionnaire, Informal Surveys, Peer Observation, Consultation	ISQ, Student Satisfaction Ratings, NSSE
Outcome (Student)	Knowledge Check, Essential Skills Quiz, In-Class & Out-of-Class Quizzes, Annotated Word Journal, Minute Papers	Exams, Critical Thinking Assessment, Discipline- Specific Exams

Statement Organization



- Outline your statement
- Organize the statement
 - Goals and Models (with citations)
 - Strategies relative to your courses (Revision)
 - Evidence for effectiveness (use Appendices)
 - (Repeat)
 - Summarize
- Review and Revise

Tip #6

- Get feedback.
 - Give your summaries to senior colleagues (more than one) to receive comments and suggestions
 - Ask for specific comments
 - Look at successful dossiers from your department and college