

Putting the Teaching Quality Framework Initiative Into Action:

A case-study comparison of three departments engaged in transforming teaching evaluation

Sarah E. Andrews, Jessica Keating, Joel Corbo, Mark Gammon,
Daniel Reinholz, and Noah Finkelstein



ASCN Transforming Institutions Conference

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sarah.andrews-1@colorado.edu

@sarahfoofoo79



#ASCNHigherEdTI2019

Visit us at:

<https://www.colorado.edu/teaching-quality-framework/> (TQF)

<http://teval.net/> (multi-institutional umbrella project TEval)



Center for STEM Learning

UNIVERSITY OF COLORADO **BOULDER**



TRANSFORMING HIGHER EDUCATION -
MULTIDIMENSIONAL EVALUATION OF TEACHING



Why change current teaching evaluation practices?

Take 45 seconds to talk to your neighbor:

What is one reason to change practices?

OR

What is one thing you would change about current teaching evaluation practices?

Why change current teaching evaluation practices?

- Scholarly approach
- Improve reputation
- Help faculty navigate RT&P processes
- Help faculty become better teachers/support faculty in their growth
- Improve student outcomes
- Align values to evaluation
- Multiple voices (from students, from peers, from self-reflection)
- Add qual/de-emphasize quant
- Evidence-based, reliable measures
- De-emphasize SETs
- Eliminate or reduce bias
- Consistency/ability to compare growth over time

FRAMEWORK

FOR SYSTEMIC CHANGE
IN UNDERGRADUATE STEM
TEACHING AND LEARNING

FACULTY FOCUS

HIGHER ED TEACHING STRATEGIES FROM MAGNA PUBLICATIONS

AUGUST 20TH, 2012

Transforming Teaching through Supplementary Evaluations

By: Karyn W. Tunks PhD

THE CHRONICLE OF HIGHER EDUCATION
**Colleges Are Getting Smarter About
Student Evaluations. Here's How.**

Liberal Education

Rethinking the Student Course Evaluation

How a Customized Approach Can Improve Teaching and Learning

By: W. Lee Hansen

Journal of Faculty Development

Start Spreading the News: Use Multiple Sources of Evidence to Evaluate Teaching*

By Ronald A. Berk

**Best Practices in the
Evaluation of Teaching**
IDEA Paper #69 • June 2018



Stephen L. Benton, The IDEA Center • Suzanne Young, University of Wyoming

Searching for Better Approaches: Effective Evaluation of Teaching and Learning in STEM



Published by Research Corporation
for Science Advancement



Higher Education 38: 351–371, 1999.
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Faculty evaluation: A prickly pair

MICHAEL MILLS & ADRIENNE E. HYLE

EVALUATING AND IMPROVING UNDERGRADUATE TEACHING

IN SCIENCE, TECHNOLOGY,
ENGINEERING, AND MATHEMATICS

InSight: A Journal of Scholarly Teaching

Now is a Good Time to Recognize Teaching as Serious Intellectual Work

Dan Bernstein, PhD

Promoting Scholarly Evaluation of Teaching: Addressing the Third Rail of Academia

by Noah Finkelstein and Jessica Keating



AAU Undergraduate STEM Education Initiative
FRAMEWORK
FOR SYSTEMIC
CHANGES IN UNDERGRADUATE
TEACHING AND LEARNING



NATIONAL ACADEMY OF SCIENCES



FACULTY FOCUS

HIGHER
EDUCATION
AUGUST
Trans
Support
By: Karyn W.



**Association
of American
Universities**

Researching for Better Assessment
and Formative Evaluation of
Teaching and Learning in STEM
Published by Research Corporation
for Science Advancement



**ASSOCIATION OF
PUBLIC &
LAND-GRANT
UNIVERSITIES**

THE
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TEval

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TEACHING, AND MATHEMATICS

Sight: A Journal of Scholarly Teaching

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The Teaching Quality Framework: A model of improved teaching assessment

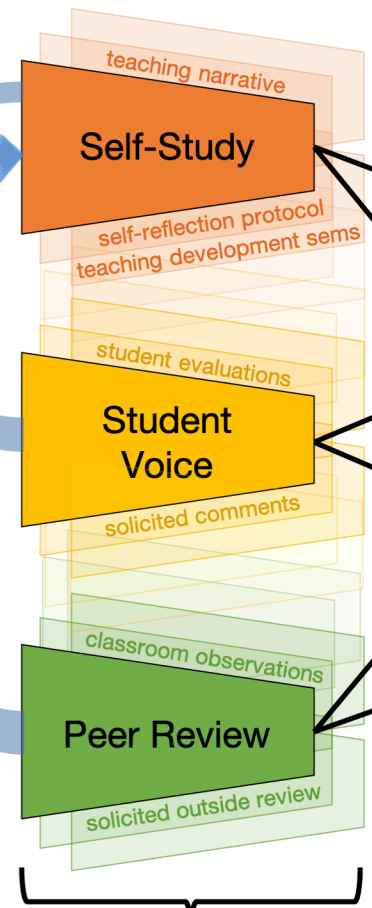
	Entry into Teaching <i>Requires Improvement (1)</i>	Basic Skill <i>Competent (2)</i>	Professional <i>Professional (3)</i>	Advanced <i>Advanced (4)</i>
Goals, Content, Alignment <i>What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum?</i>	Goals/content inappropriate, not aligned w/ curriculum, institutional expectations Content outdated/unsuitable Range/depth/treatment of topics is too narrow or broad	Most goals/content are articulated & appropriate for topic, students, curriculum Standard, intellectually-sound materials & content Range/depth/treatment of topics generally appropriate	Goals/content/materials have high quality elements; are current, appropriate, aligned Range/depth appropriate, integrated across topics Some innovation/connection to current research	Goals/content connect to curricular, programmatic, dept goals Content integrates across topics/courses, is innovative, challenging, connects to current research
Preparation for Teaching <i>Content Knowledge; Pedagogical Knowledge (i.e. teaching generally and teaching subject material); Classroom mechanics prep (e.g. grading, activities, tech, etc).</i>	Limited knowledge of content/teaching methods Insufficient materials prep Inadequate class mechanics	Standard understanding of content/teaching practices "Standard" materials prep Adequate class mechanics	Knows subject deeply, incl. current/related research Evidence-based teaching practices/methods/materials Excellent syllabus/materials	Very knowledgeable about classroom teaching practices Activities for common challenges Advanced class mechanics
Methods/Teaching Practices <i>What assignments, assessments, & learning activities are implemented? Are methods appropriate for environment & aligned for population (inclusive ed, course level) & goals?</i>	No rationale for methods; no instructional design Practices not well executed; little methods development Student engagement is variable or absent	Conventional teaching practices for course/discipline Standard course practice/execution Consistent engagement Some inconsistency in quality	Innovative or evidence-based teaching methods Opportunities for practice/feedback on skills/concepts Consistent/high engagement Implementation is consistent	Consistently uses innovative/evidence-based methods Students frequently practice skills, define some activities Consistent high engagement High-quality implementation
Presentation & Student Interaction <i>What are students' views of the learning experience? How has student feedback informed the teaching? Are methods implemented effectively? Are students supported?</i>	Class climate discourages motivation/engagement Negative reports of instructor accessibility/interaction Little attempt by instructor to address feedback	Climate supports civility/motivation/engagement Students report satisfactory accessibility/interaction Responsive to some feedback	Consistently positive accessibility/interaction Students perceive learning important skills or knowledge Instructor gathers feedback, articulates lessons learned	Class climate encourages motivation and engagement, is respectful and cooperative Instructor gathers feedback, responsive short-/long-term
Student Outcomes <i>What impact do these courses have on learners? What evidence shows the level of student understanding? Are measures of learning (shift in student performance as a result of class/instruction) aligned w/ goals?</i>	Poor measures of student learning, do not match goals; no effort to improve learning Low understanding/skill required, poor learning Poor course-level outcomes (e.g. retention, interest, etc)	Standard attention to student achievement Clear assessment standards; sporadic attempts to improve Typical level of skill achieved	Clear efforts to support learning in all students Quality evaluations of learning, efforts to improve Some excellent course-level outcomes for students	Exceptional efforts to support learning in all students Learning evaluations connect to dept/program goals Exceptional outcomes, supports broad success
Mentorship & Advising <i>How effectively has the faculty member worked individually with undergrad or grad students?</i>	Ineffective advising Discourages independent work Does not define goals/scope	Minimal evidence of effective advising and mentoring Occasionally supports students' independent work	Consistent evidence of effective advising Supports independent work Input from advisees on goals	Exceptional commitment to advising and mentoring Goals are mutually-defined, collaborative w/ students
Reflection, Development, Teaching Service/Scholarship <i>How has the faculty member reflected on/improved their teaching, sought prof. development, and contributed to the teaching community?</i>	Little reflection/learning from prior teaching or feedback Little professional development (PD) Does not contribute to dept/teaching community	Some reflection, learning from teaching/feedback/PD Informally shares teaching materials/methods Some involvement in dept teaching-related committees	Regularly improves based on prior teaching/feedback/PD Reflection on teaching informed by more than FCQs Mentors others, contributes to community re: teaching	Continuously improves based on prior teaching/feedback Reflection on teaching informed by multiple sources Recognized leadership role in improving teaching

The Teaching Quality Framework: A model of improved teaching assessment

Design rubric based on 7 components of effective teaching

	Entry into Teaching Requires Improvement (1)
Goals, Content, Alignment <i>What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum?</i>	Goals/content inappropriate, not aligned w/ curriculum, institutional expectations Content outdated/unsuitable Range/depth/treatment of topics is too narrow or broad
Preparation for Teaching <i>Content Knowledge; Pedagogical Knowledge (i.e. teaching generally and teaching subject material); Classroom mechanics prep (e.g. grading, activities, tech, etc).</i>	Limited knowledge of content/teaching methods Insufficient materials prep Inadequate class mechanics
Methods/Teaching Practices <i>What assignments, assessments, & learning activities are implemented? Are methods appropriate for environment & aligned for population (inclusive ed, course level) & goals?</i>	No rationale for methods; no instructional design Practices not well executed; little methods development Student engagement is variable or absent
Presentation & Student Interaction <i>What are students' views of the learning experience? How has student feedback informed the teaching? Are methods implemented effectively? Are students supported?</i>	Class climate discourages motivation/engagement Negative reports of instructor accessibility/interaction Little attempt by instructor to address feedback
Student Outcomes <i>What impact do these courses have on learners? What evidence shows the level of student understanding? Are measures of learning (shift in student performance as a result of class/instruction) aligned w/ goals?</i>	Poor measures of student learning, do not match goals; no effort to improve learning Low understanding/skill required, poor learning Poor course-level outcomes (e.g. retention, interest, etc)
Mentorship & Advising <i>How effectively has the faculty member worked individually with undergrad or grad students?</i>	Ineffective advising Discourages independent work Does not define goals/scope
Reflection, Development, Teaching Service/Scholarship <i>How has the faculty member reflected on/improved their teaching, sought prof. development, and contributed to the teaching community?</i>	Little reflection/learning from prior teaching or feedback Little professional development (PD) Does not contribute to dept/teaching community

Formative Assessment



Use rubric for summative assessments

Tenure, Reappointment, Promotion Processes

Merit Process

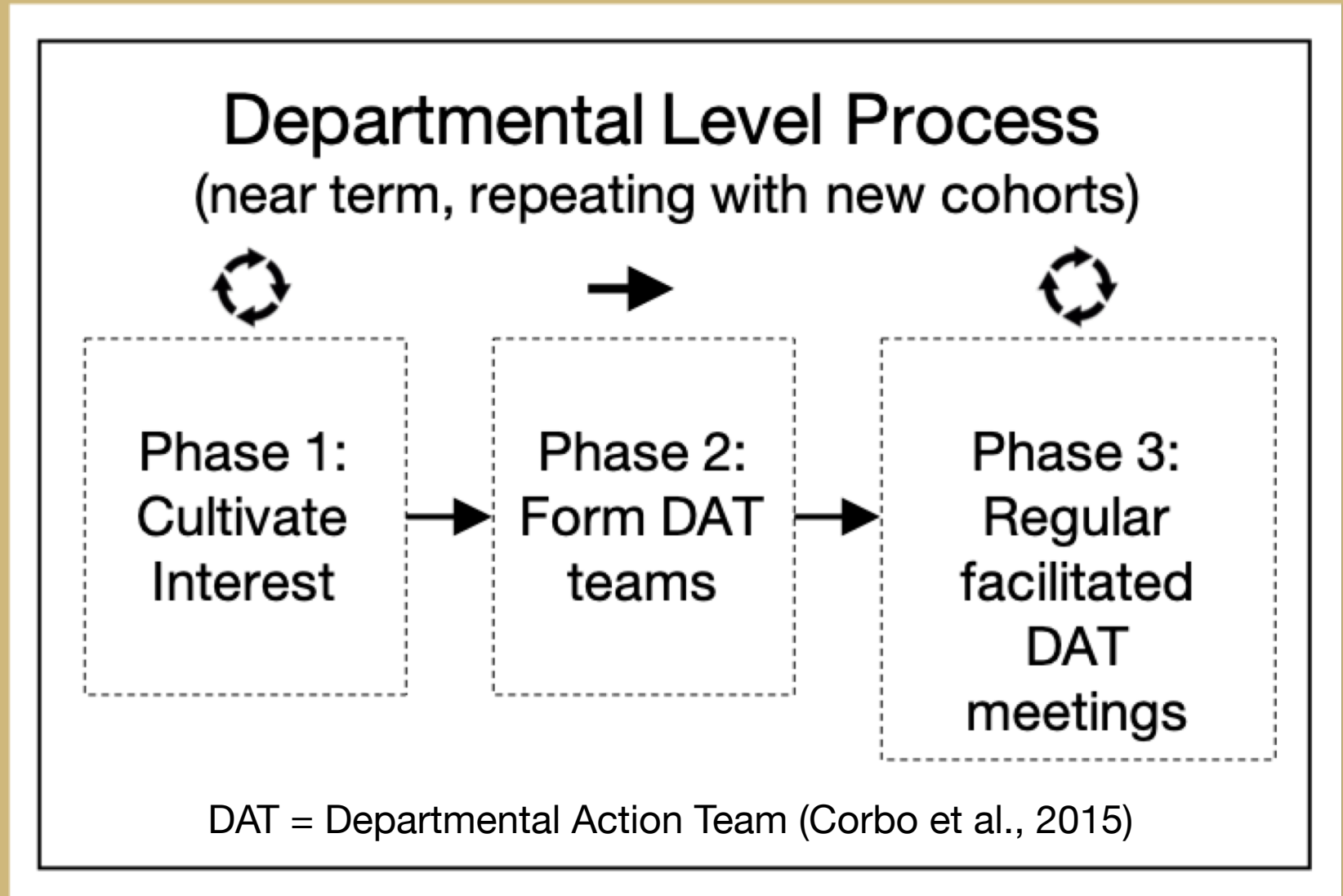
Summative Assessment

Align multiple measures from 3 voices of assessment to rubric

Improved Evaluation System

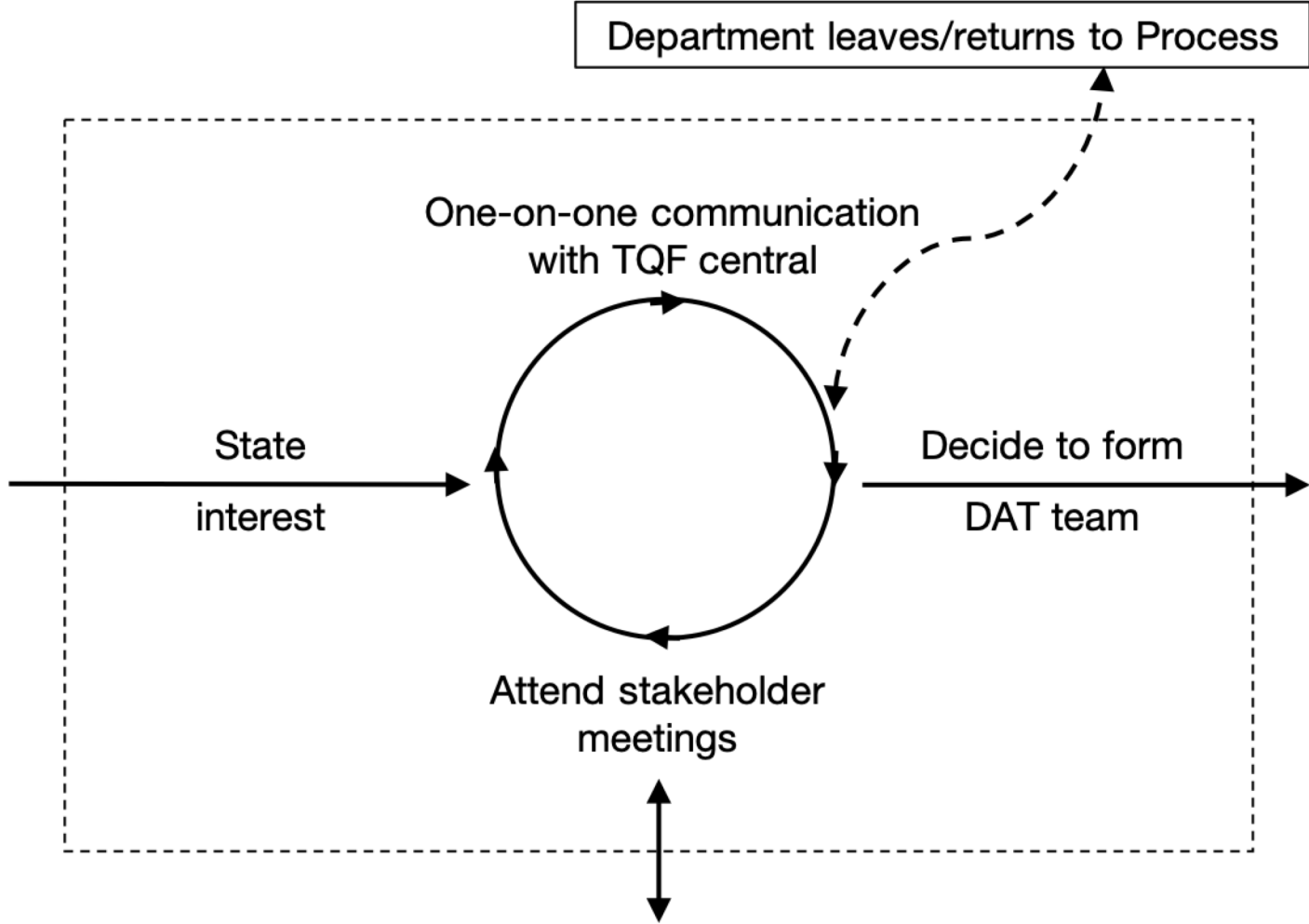
A case study example: The Juniper* Dept

- Dept readiness
- Flexible process
- Early successes
- Iterative process

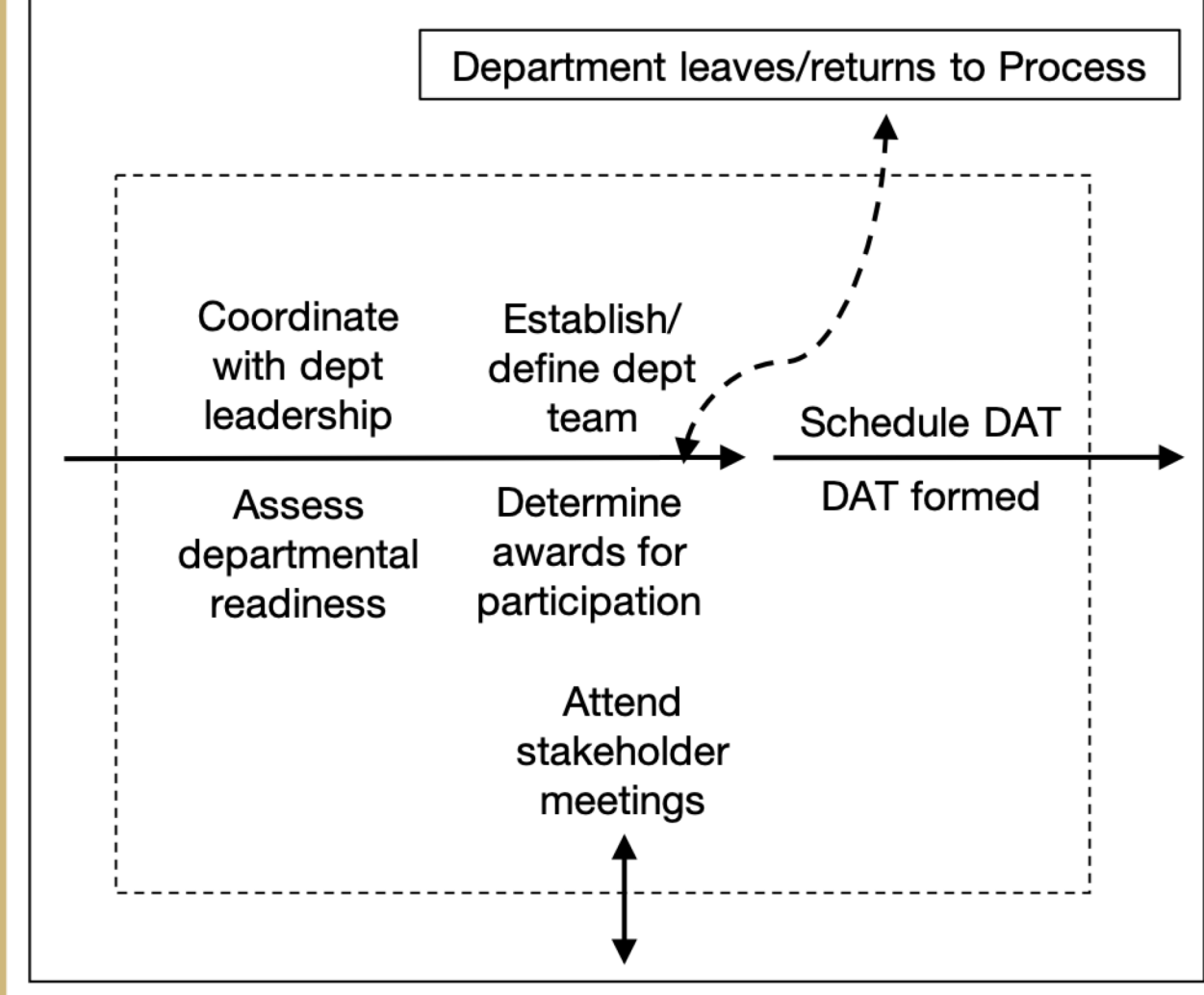


* All dept names are fictitious

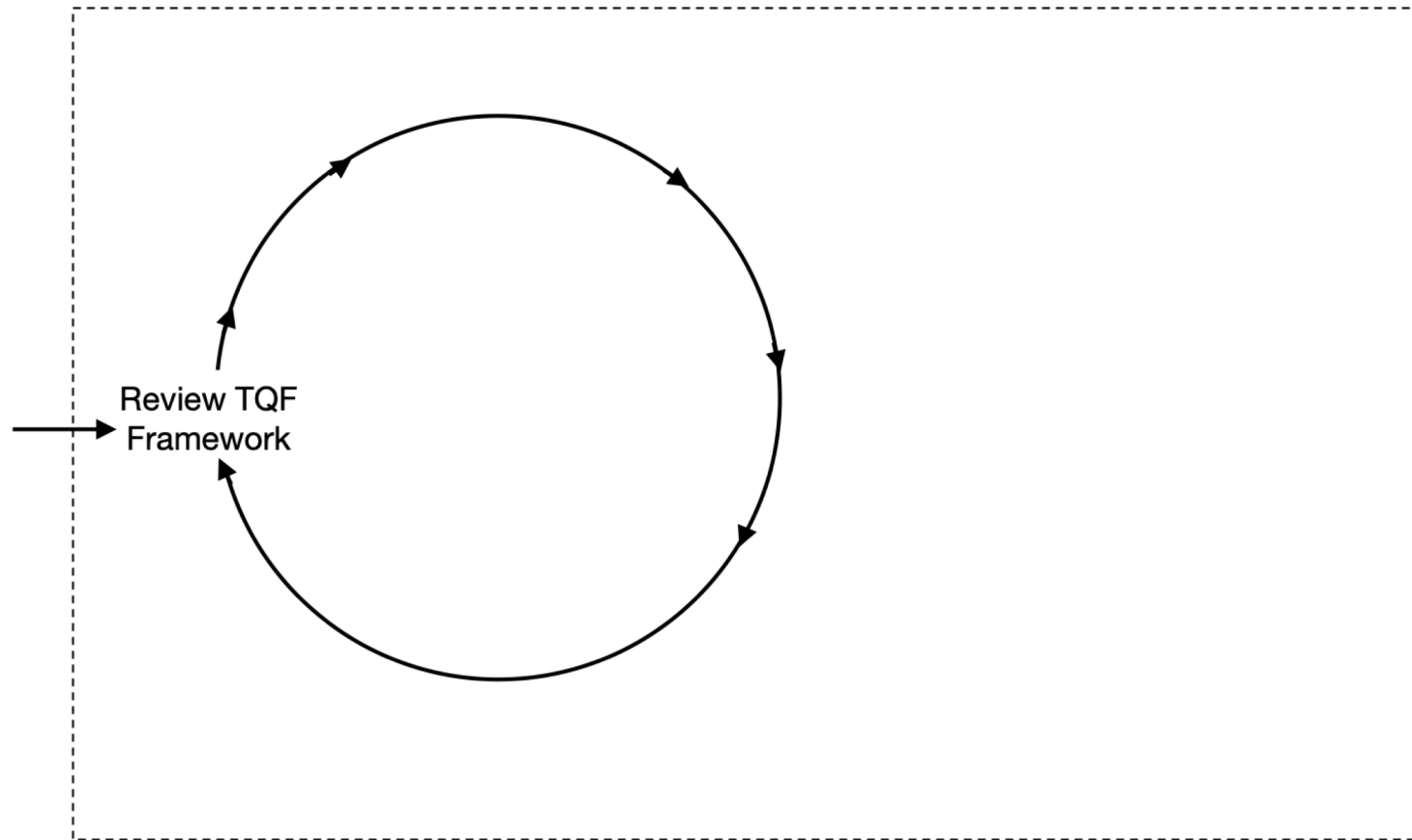
Phase 1: Cultivate Interest



Phase 2: Form DAT teams



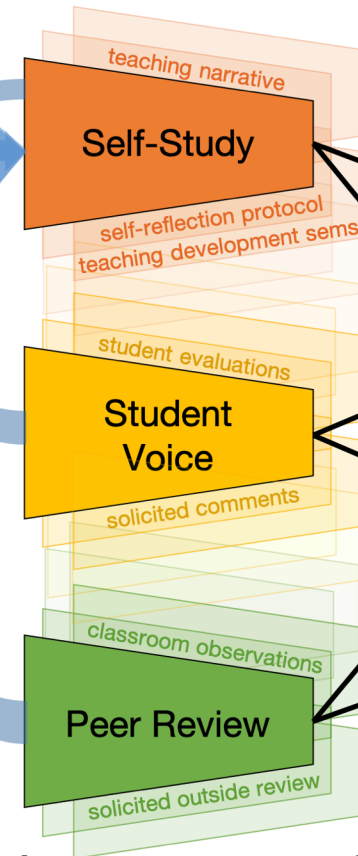
Phase 3: Regular facilitated DAT meetings



The Teaching Quality Framework: A model of improved teaching assessment

	Entry into Teaching <i>Requires Improvement (1)</i>
Goals, Content, Alignment <i>What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum?</i>	Goals/content, inappropriate, not aligned w/ curriculum, institutional expectations Content outdated/unsuitable Range/depth/treatment of topics is too narrow or broad
Preparation for Teaching <i>Content Knowledge; Pedagogical Knowledge (i.e. teaching generally and teaching subject material); Classroom mechanics prep (e.g. grading, activities, tech, etc).</i>	Limited knowledge of content/teaching methods Insufficient materials prep Inadequate class mechanics
Methods/Teaching Practices <i>What assignments, assessments, & learning activities are implemented? Are methods appropriate for environment & aligned for population (inclusive ed, course level) & goals?</i>	No rationale for methods; no instructional design Practices not well executed; little methods development Student engagement is variable or absent
Presentation & Student Interaction <i>What are students' views of the learning experience? How has student feedback informed the teaching? Are methods implemented effectively? Are students supported?</i>	Class climate discourages motivation/engagement Negative reports of instructor accessibility/interaction Little attempt by instructor to address feedback
Student Outcomes <i>What impact do these courses have on learners? What evidence shows the level of student understanding? Are measures of learning (shift in student performance as a result of class/instruction) aligned w/ goals?</i>	Poor measures of student learning, do not match goals; no effort to improve learning Low understanding/skill required, poor learning Poor course-level outcomes (e.g. retention, interest, etc)
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Formative Assessment



Use rubric for summative assessments

Summative Assessment

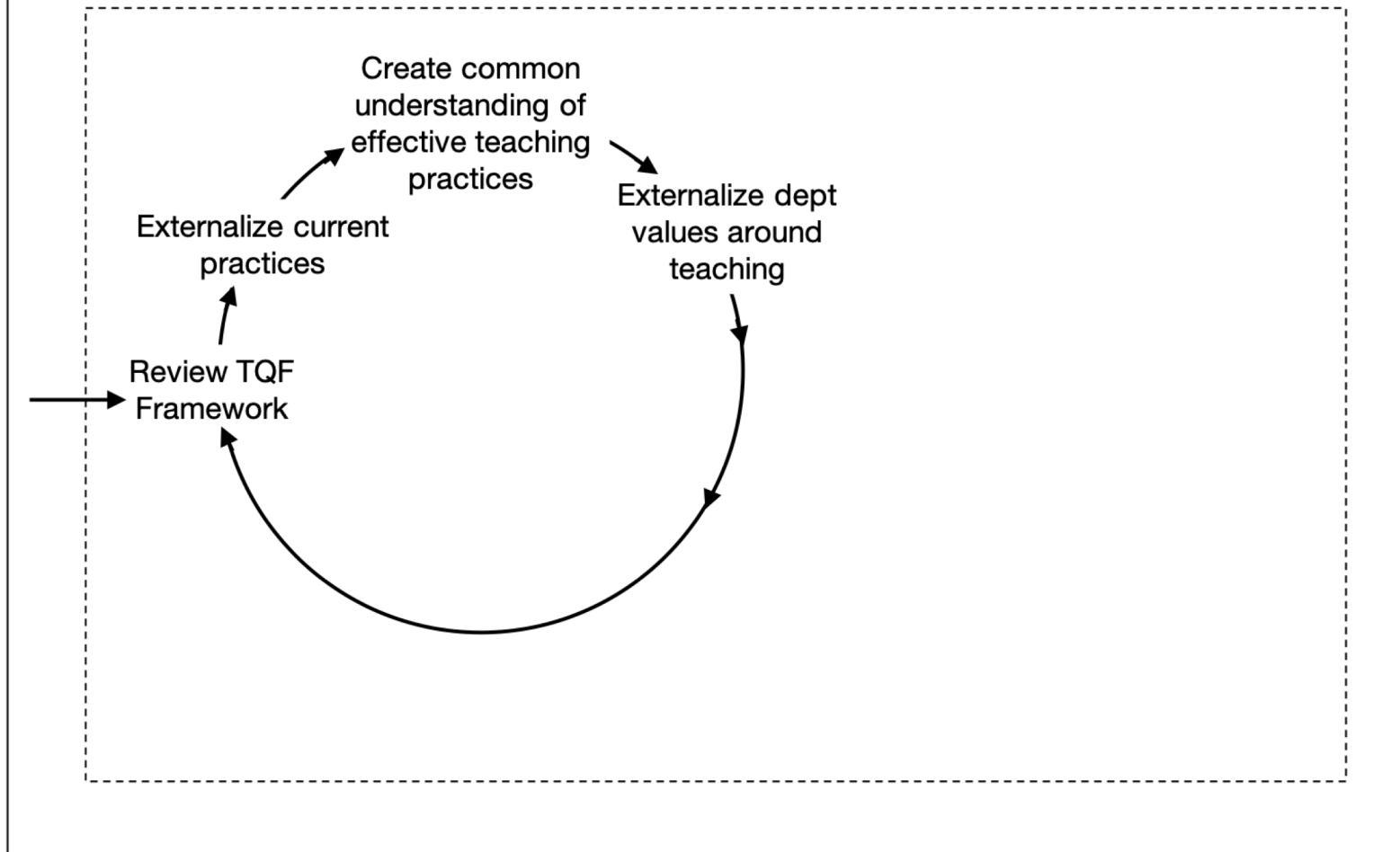
Tenure, Reappointment, Promotion Processes

Merit Process

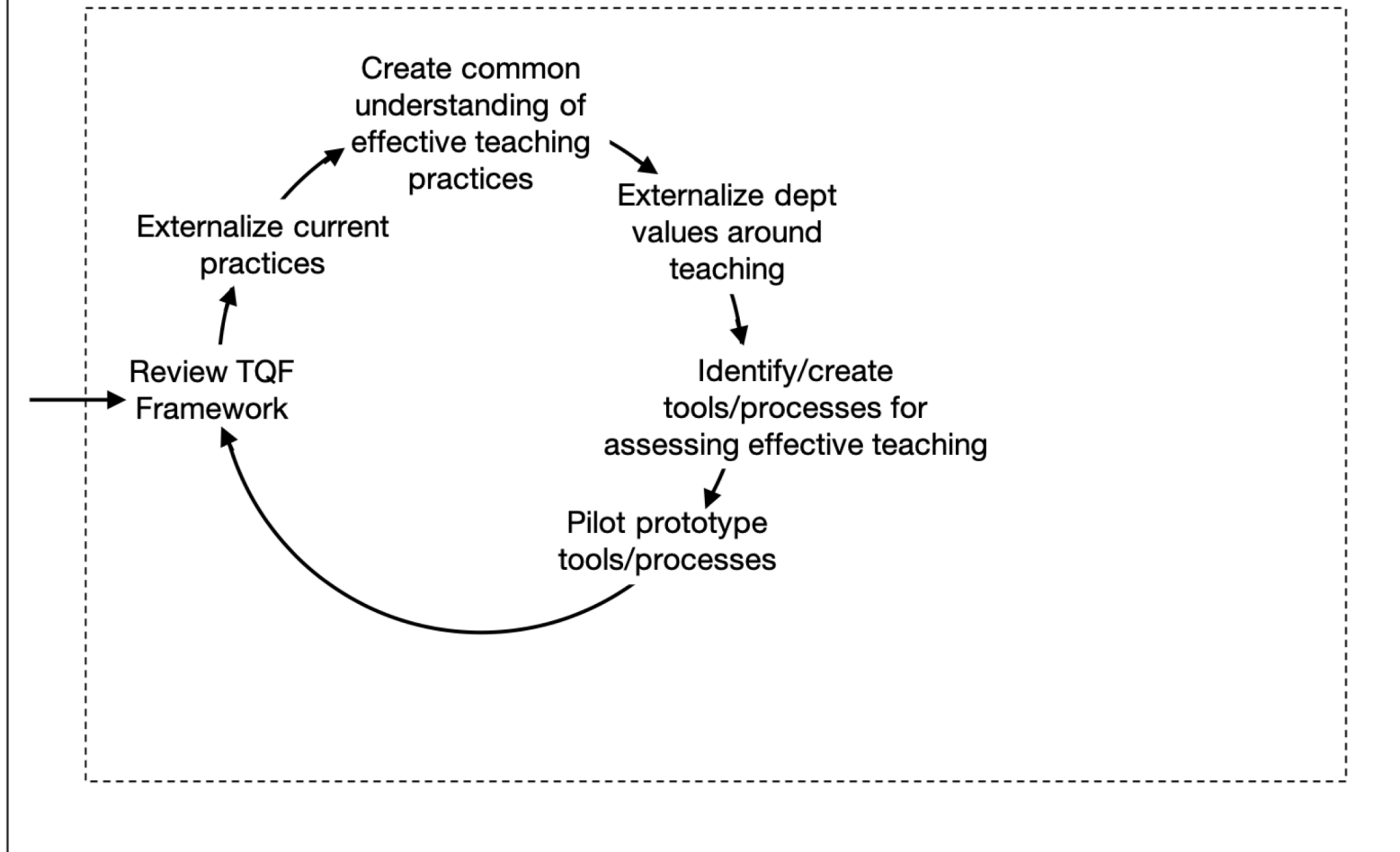
Align multiple measures from 3 voices of assessment to rubric

Improved Evaluation System

Phase 3: Regular facilitated DAT meetings



Phase 3: Regular facilitated DAT meetings



Peer Course Evaluation

Overview/purpose

The [x] Department has co-utilize the voices of faculty such as for Reappointment consistency in the scheduled effective practices; b) to foster a departmental d implements strategies that and incorporating those of AAAS, 2012)¹.

Evaluation types

There are two types of ev observation(s), a post-obs observation consisting of

Selection of observers

The department chair, dir (August and December) to below, and prioritizing the faculty to conduct evaluat consulted as part of this p study and some will be ch department chair will have

Procedure

1. All first-time obse and become fami
2. Once you have be
3. Full peer course
 - a. Pre-obs
 - i. R

ii. S

¹ American Association for the A <http://ccliconference.c>
Brinko, K.T. 1993. The practice <https://www.istor.org/>

Peer Evaluation of Course

Purpose

This document provides b evaluation form whereby f attached to peer observat

Background

Unstructured peer classro inconsistency and do not reason, the scholarly litera practices for their field and teaching can be more effe concrete information, and of five instructors and facu (TQF Initiative, have deve Initiative and are based on University of Texas at Aus

How the protocols will b
These standardized tools, and Tenure Review, contri practices over time, and o that the structured form w

For reappointment, promc protocols completed by th self-reflection for annual n

Table 1. Alignment of [DEPT] TQF rubric.

Component of effective clas

Goals, Content, and Alignm
What are students expected to challenging? Is content aligne

Preparation for Teaching
Did the instructor demonstrate the instructor well-prepared in materials, tech use, etc.?)

Methods and Teaching Prac
What assignments, assessme aligned with the learning enviro departmental, course, and stu

Presentation and Student In
Are methods from above impl interaction?)

Student outcomes
What impact do these courses understanding? Are measures class/instruction) aligned with

[Insert references cited]

When writing your pe relevant). To provide to [X].

Review of syllabus a

- Did the syllab

Technical aspects/cl

- **Resources.** R educationally
- **Organized.** T time.
- **Accuracy.** In thorough (e.g.
- **Active Learn** for the size an

What the instructor

- **Content.** The helping stud
- **Motivation.** T the material, e
- **Depth.** The ir deep knowled
- **Reasoning.** T increase their
- **Informal Ass** understanding

What the students w

- **Engagement.**
- **Participation** participate ful

Additional consider:

- Observations
- Suggestions f
- Comments on

1. Items were adapted fro <https://utop.uteach.utexas>

[DEPT] CLASSROOM I

Classroom Interview P

Option A) Print out the c at the end of the class p in the classroom observ

Option B) Dedicate 15-2

- a) Please ensure beginning.
- b) Briefly explain
- c) Form students
- d) Pose your cho
- e) Have each gro
- f) Have each gro where everyon
- g) If time you ma important take
- h) Record respor provided [inse

Classroom Interview C

Select 2 or 3 of the follo decision in consultation the instructor's or to you

- 1) What aspects you learn?
- 2) What aspects you learn?
- 3) How would yo students learn
- 4) What could stu
- 5) How has [inse engaged durin
- 6) The instructor instructor wou this goal?

Guide for reflec

When preparing and tenure, we re incorporating the scholarship¹, this

Goals for stude

- What kno discipline
- Are cours
- What are
- What are

Preparation for

- What pre topics int
- How do y
- In what w
- How do y
- How do y
- What cha commitm
- What effc a commit prior kno
- How do y technolog

Methods and te

- What tea
- How do t
- Why are t environm
- What ass

MERIT Self-reflective teaching statement

Reflect on your teaching during the past calendar year. The PEC will use your statement as part of the evaluation process. Your reflection should address some or all of the following guiding questions. You do not have to answer all of the questions.

Please limit your response to no more than 2 single spaced pages.

1) How did your courses go? Please comment on achievement of course goals, level of student engagement, student learning outcomes. You may wish to address aspects of your courses and/or teaching that proved to be particularly effective and/or ineffective, as well as how you assessed efficacy. You may focus on one course or several courses.

2) What (if any) changes did you introduce in your classes and why?

2a) What adjustments did you make in response to prior course feedback (FCQs, peer observation, FTEP observation, Qualtrics, surveys)?

2b) What steps have you taken to enhance/further develop your knowledge about effective teaching practices, methods, and/or materials? You may wish to consider factors such as reading in scholarship of teaching and learning literature; attending FTEP, ASSETT, or COLTT sessions; engaging in discussion with colleagues; etc. How have these opportunities initiated reflection about your teaching and changes in your teaching?

2c) If you made changes that were not related to 2a or 2b, what changes did you introduce in your classes and why?

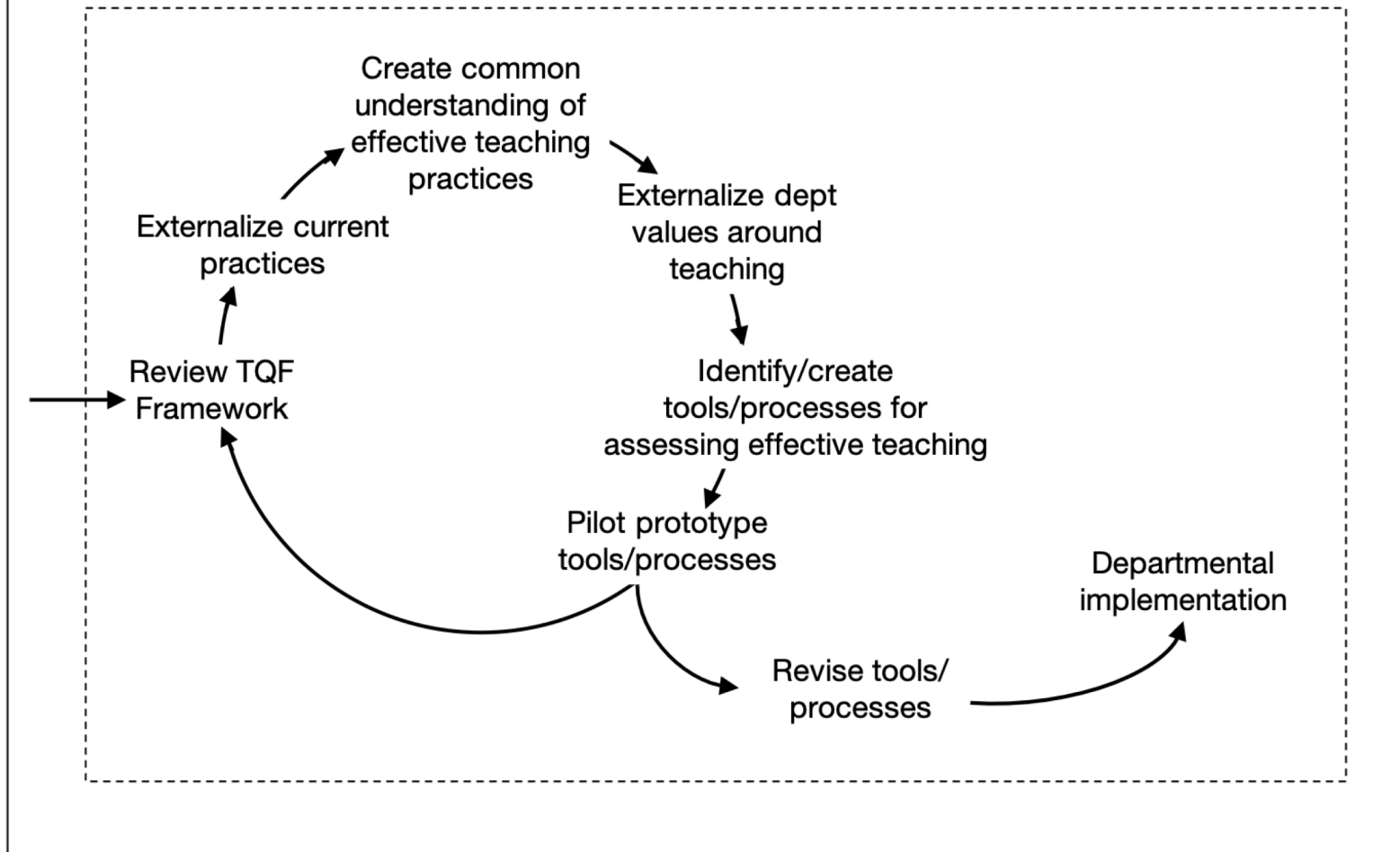
3) What steps have you taken to evaluate the quality of student understanding in a formative as well as summative fashion? Formative assessments are low-stakes opportunities to *monitor* student learning and are typically not graded or only assigned points based on completion. Summative assessments are high-stakes measures used to *evaluate* student learning and are therefore graded for correctness/quality (e.g., quizzes, exams, projects).

4) Describe the teaching accomplishment(s) from the past year that you value the most.

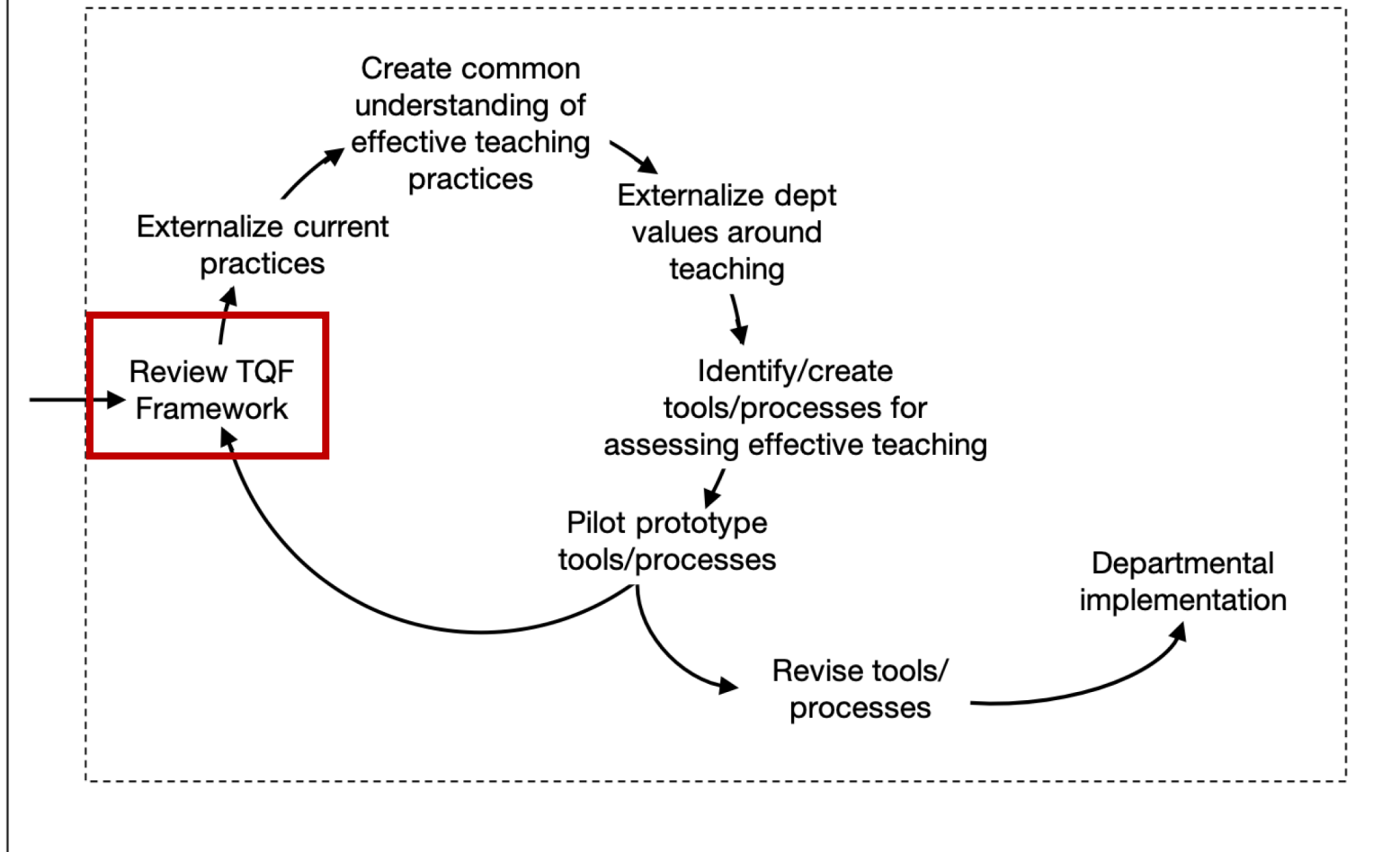
5) What other teaching contributions, challenges, or concerns would you like to share?

¹ Developed from the F Rosario Carillo, and Di from foundational scho Maeroff, 1997), and wo the National Science F

Phase 3: Regular facilitated DAT meetings



Phase 3: Regular facilitated DAT meetings



Mapping data sources and voices to the TQF framework rubric

Teaching Quality Framework (TQF) - Aligning Data Sources to TQF Assessment Rubric

		Sources of evidence you could collect				
		Professional (3)	Voice Rank	Self	Peer	Student
Preparation for Teaching	Goals, Content, and Alignment <i>What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum?</i>	Goals/content are well-articulated, high quality, up-to-date, and appropriate	1 1 2	Self-reflection Teaching statement Course portfolio	Classroom observation Review of syllabus/course materials Review of portfolio Review of learning objectives	Student interviews/CLIP FCQs Student letters
		Course materials/content are aligned with course goal, include high-quality elements	1 1 2			
		Range/depth of course topics is appropriate, integrate other topics/courses	1 1 3			
		Some examples of innovation, connection to current issues, developments in field	1 1 3			
Preparation for Teaching	Content/ Background Knowledge; Pedagogical Knowledge (i.e. teaching generally and teaching subject material); Classroom mechanics preparation (e.g. grading, prepping activities, materials, tech use, etc)	Knows subject on deep level, including current research, interaction with other topics	1 1 NA	Self-reflection Teaching statement Course portfolio	Classroom observation Review of syllabus/course materials Review of portfolio Faculty interviews	Student interviews/CLIP FCQs Student letters
		Teaching practices/methods or materials are evidence-based, shown to enable learning	1 2 NA			
		Can identify most common student challenges; activities/innovations to help students overcome common challenges	1 2 1			
		Syllabus, materials, and course material are well-planned, integrated, and reflect commitment to meaningful assignments	1 1 2			
Enactment of Teaching	Methods and Teaching Practices <i>What assignments, assessments, and activities are implemented? Are methods appropriate for environment and aligned for student population (inclusive ed, course level) and goals (departmental, course, student)</i>	Often uses effective or innovative evidence-based* methods to improve understanding *See: NAS Indicators	1 1 2	Self-reflection Teaching statement Course portfolio Inventory (e.g., TPI, TBI)	Classroom observation Review of syllabus/course materials Review of portfolio COPUS Inventory (e.g., TPI, TBI)	Student interviews/CLIP FCQs Student letters Survey (e.g., SALG) Inventory (e.g., TPI, TBI)
		Activities provide opportunities for practice/ feedback on important skills and concepts	1 1 1			
		Regular opportunities to practice skills	1 1 1			
		Students consistently engaged, w/ occasional high levels of engagement	1 1 1			
		Implementation is high-quality/consistent	1 1 1			
	Presentation and Student Interaction <i>What are the students' views of the learning experience? How has student feedback informed the teaching? Are methods (#3) implemented effectively? Are students supported (e.g. student/teacher interaction)?</i>	Evidence that classroom climate is respectful, cooperative, and encourages motivation and engagement	3 1 1	Self-reflection Teaching Statement Course Portfolio	Classroom observation Review of portfolio	Student interviews/CLIP FCQs Student letters Survey (e.g., SALG)
		Student reports of instructor accessibility and interaction skills are positive	3 2 1			
		Students perceive that they are learning important skills or knowledge	3 2 1			
	Instructor gathers student feedback and articulates some lessons learned	3 2 1				

For more information about the Teaching Quality Framework, please visit our website: www.colorado.edu/teaching-quality-framework

Departmental examples of adapting rubric mapping to their own available data sources

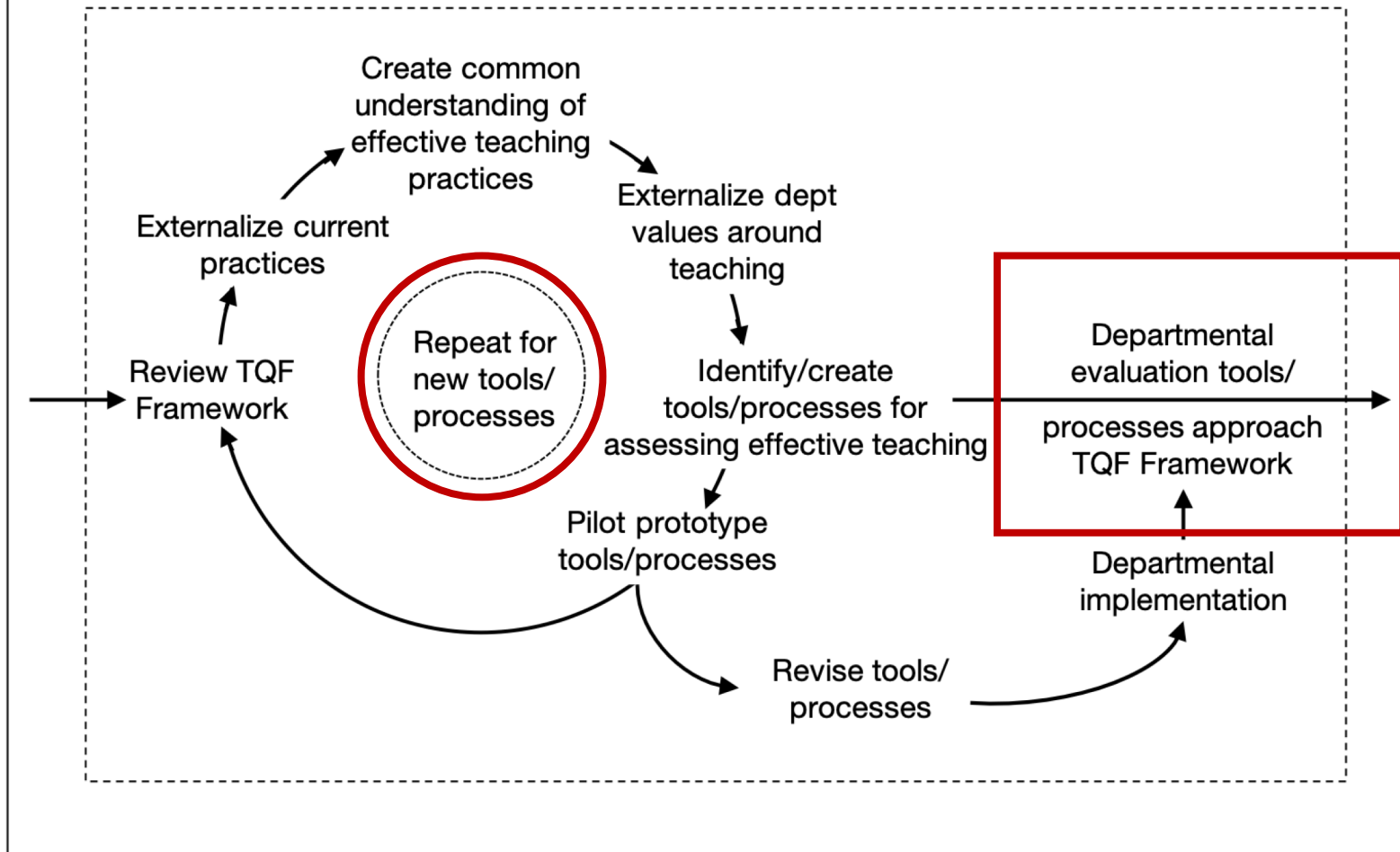
Component of effective classroom teaching	Corresponding items from:				Your Score (1-5)
	Self-reflection	Peer Observation	FCQs	Syllabi and course materials	
Goals, Content, and Alignment <i>What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum and integrate other topics and/or courses?</i>	High weight	High weight A3) Learning Goals A6) Prior Knowledge	Low weight S3 (intellectual challenge) CP5 (helpful materials)	High weight	
Methods and Teaching Practices <i>What assignments, assessments, and activities are implemented? Are methods appropriate for and aligned with the learning environment, the student population (inclusive ed, course level) and departmental, course, and student goals?</i>	Equal weight	Equal weight A4) Participation A5) Active Learning A8) Critical Thinking (C) A8) Corrective Feedback (L) C1) Strengths/expertise	Equal weight S3 (intellectual challenge) CP7 (opportunities for discussion) CP8 (helpful feedback on work)	Equal weight	
Presentation and Student Interaction <i>Are methods from above implemented effectively? Are students supported (e.g. student/teacher interaction)?</i>	Low weight	Mid weight A4) Participation A7) Engagement (L)	High weight S4 (how much learned) S6 (encourages interest) S7 (instructor availability) S8 (respect for students) CP3 (respectful environ.)	Low weight	
Student outcomes <i>What impact do these courses have on learners? What evidence shows the level of student understanding? Are measures of learning (shift in student performance as a result of class/instruction) aligned with goals?</i>	High weight	High weight A4) Participation A8) Corrective Feedback (L)	Mid weight S3 (intellectual challenge) S4 (how much learned) CP4 (invested in student success) CP8 (helpful feedback on work) See also: Classroom Interview Q2	Mid weight	
Reflection, Development, & Teaching Service/ Scholarship <i>How has the faculty member's teaching changed over time? To what extent has the teacher reflected on and improved their own teaching?</i>	High weight	NA	NA	High weight	
Enter the average score across all components:					

What do we know about a given instructor's teaching and how do we know (i.e., where do we look for this information)?

What do we know about an instructor's teaching?	How do we know/where do we look?	
	Merit	RT&P (everything in merit plus...)
Goals, Content, and Alignment <i>What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum and integrate other topics and/or courses?</i>	FCQs: ² - S3 (intellectual challenge) - CP5 (helpful materials) - OP1 (connections to other classes/life)	Peer Observations: ³ - Review of syllabus - A1) Resources - A5) Content - A6) Motivation
Preparation for Teaching <i>Did the instructor demonstrate sufficient content, background, and pedagogical knowledge? Was the instructor well-prepared in terms of classroom mechanics (e.g. grading, prepping activities, materials, tech use, etc.)?</i>	FCQs: - CP4 (invested in student success) - CP5 (helpful materials)	Peer Observations - Review of syllabus - A1) Resources - A2) Organized - A3) Accuracy - A4) Active Learning - A5) Content - A7) Depth - A8) Reasoning - A9) Informal Assessment
Methods and Teaching Practices <i>What assignments, assessments, and activities are implemented? Are methods appropriate for and aligned with the learning environment, the student population (inclusive ed, course level) and departmental, course, and student goals?</i>	FCQs: - S3 (intellectual challenge) - CP7 (opportunities for discussion) - CP8 (helpful feedback on work)	Peer Observations - A4) Active Learning - A8) Reasoning - A9) Informal Assessment - A10) Engagement - A11) Participation - C1) observations of what the instructor did well
Presentation and Student Interaction <i>Are methods from above implemented effectively? Are students supported (e.g. student/teacher interaction)?</i>	FCQs: - S4 (how much learned) - S6 (encourages interest) - S7 (instructor availability) - S8 (respect for students) - CP3 (respectful environment)	Peer Observations - A6) Motivation - A9) Informal Assessment - A10) Engagement - A11) Participation
Student Outcomes <i>What impact do these courses have on learners? What evidence shows the level of student understanding? Are measures of learning (shift in student performance as a result of class/instruction) aligned with goals?</i>	FCQs: - S3 (intellectual challenge) - S4 (how much learned) - CP4 (invested in student success) - CP8 (helpful feedback on work)	Peer Observations - A9) Informal Assessment - A11) Participation
Mentorship and Advising <i>How effectively has the faculty member worked individually with undergraduate or graduate students?</i>	FRPA Teaching Activities: - Advisees/mentees - Students' supported in independent work	
Reflection, Development, & Teaching Service/ Scholarship <i>How has the faculty member's teaching changed over time? To what extent has the teacher reflected on and improved their own teaching?</i>	FRPA Service Activities: - Attendance at teaching professional development activities (Service Activities) - Participation in departmental/institutional teaching-related committees FRPA Scholarly Works: - Pedagogical publications	

¹Seven components of effective teaching from the TQF rubric
²For FCQs, S = standard questions, CP = core pilot questions, and OP are [DEPT]-specific optional pilot questions.
³Peer observations are based on draft items currently under review.

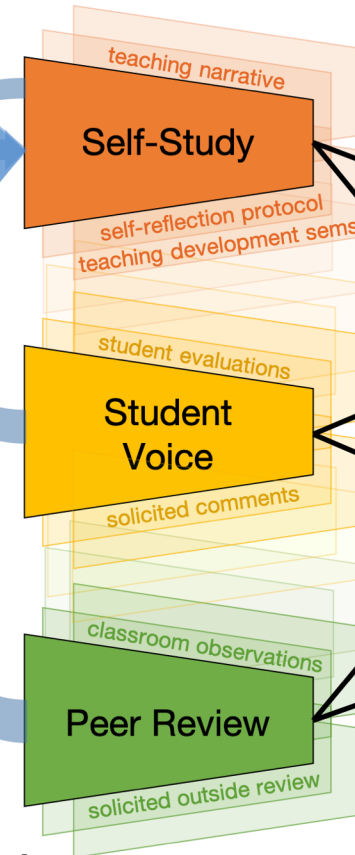
Phase 3: Regular facilitated DAT meetings



The Teaching Quality Framework: A model of improved teaching assessment

	Entry into Teaching <i>Requires Improvement (1)</i>
Goals, Content, Alignment <i>What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum?</i>	Goals/content, inappropriate, not aligned w/ curriculum, institutional expectations Content outdated/unsuitable Range/depth/treatment of topics is too narrow or broad
Preparation for Teaching <i>Content Knowledge; Pedagogical Knowledge (i.e. teaching generally and teaching subject material); Classroom mechanics prep (e.g. grading, activities, tech, etc).</i>	Limited knowledge of content/teaching methods Insufficient materials prep Inadequate class mechanics
Methods/Teaching Practices <i>What assignments, assessments, & learning activities are implemented? Are methods appropriate for environment & aligned for population (inclusive ed, course level) & goals?</i>	No rationale for methods; no instructional design Practices not well executed; little methods development Student engagement is variable or absent
Presentation & Student Interaction <i>What are students' views of the learning experience? How has student feedback informed the teaching? Are methods implemented effectively? Are students supported?</i>	Class climate discourages motivation/engagement Negative reports of instructor accessibility/interaction Little attempt by instructor to address feedback
Student Outcomes <i>What impact do these courses have on learners? What evidence shows the level of student understanding? Are measures of learning (shift in student performance as a result of class/instruction) aligned w/ goals?</i>	Poor measures of student learning, do not match goals; no effort to improve learning Low understanding/skill required, poor learning Poor course-level outcomes (e.g. retention, interest, etc)
Mentorship & Advising <i>How effectively has the faculty member worked individually with undergrad or grad students?</i>	Ineffective advising Discourages independent work Does not define goals/scope
Reflection, Development, Teaching Service/Scholarship <i>How has the faculty member reflected on/improved their teaching, sought prof. development, and contributed to the teaching community?</i>	Little reflection/learning from prior teaching or feedback Little professional development (PD) Does not contribute to dept/teaching community

Formative Assessment



Use rubric for summative assessments

Tenure, Reappointment, Promotion Processes

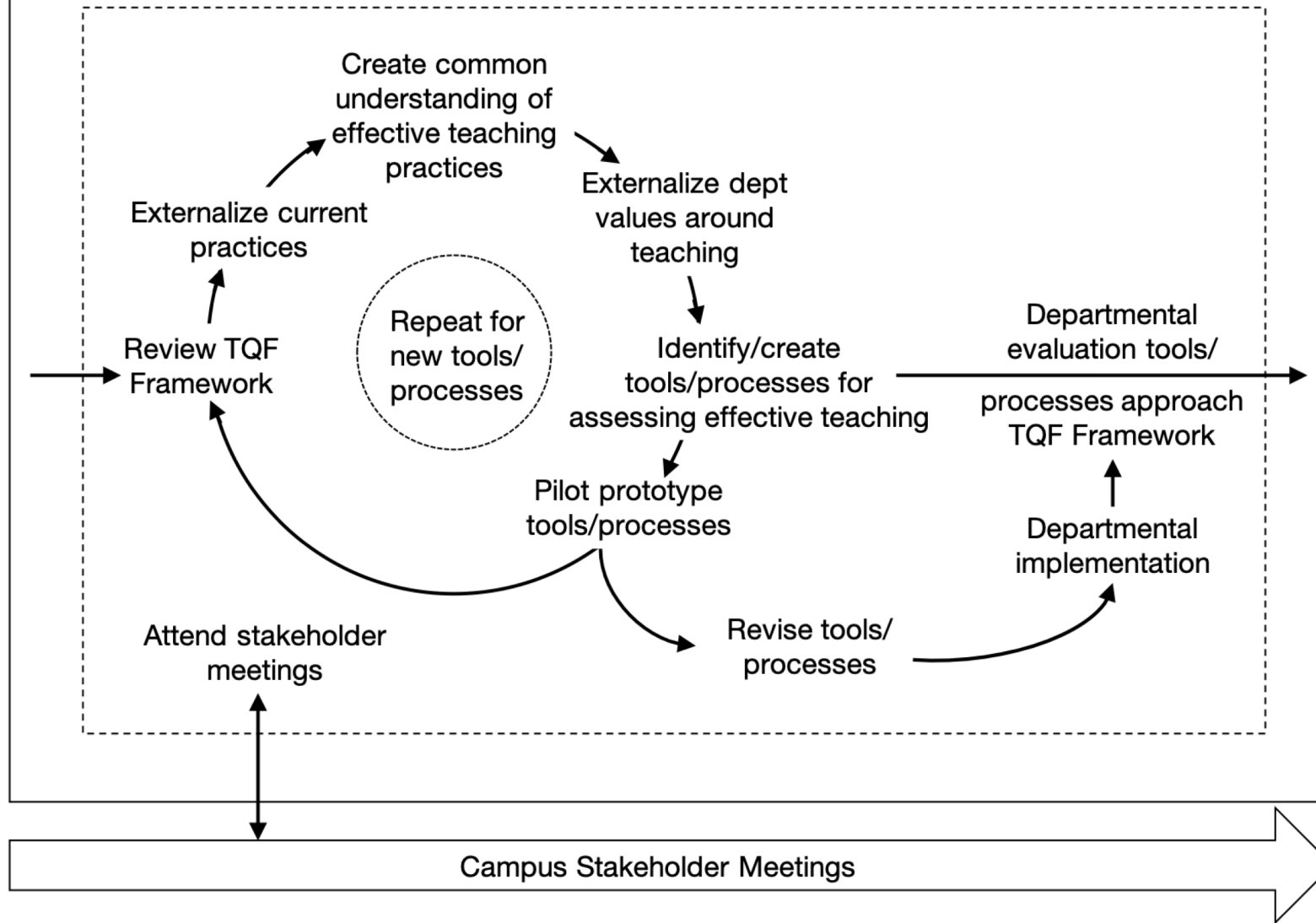
Merit Process

Summative Assessment

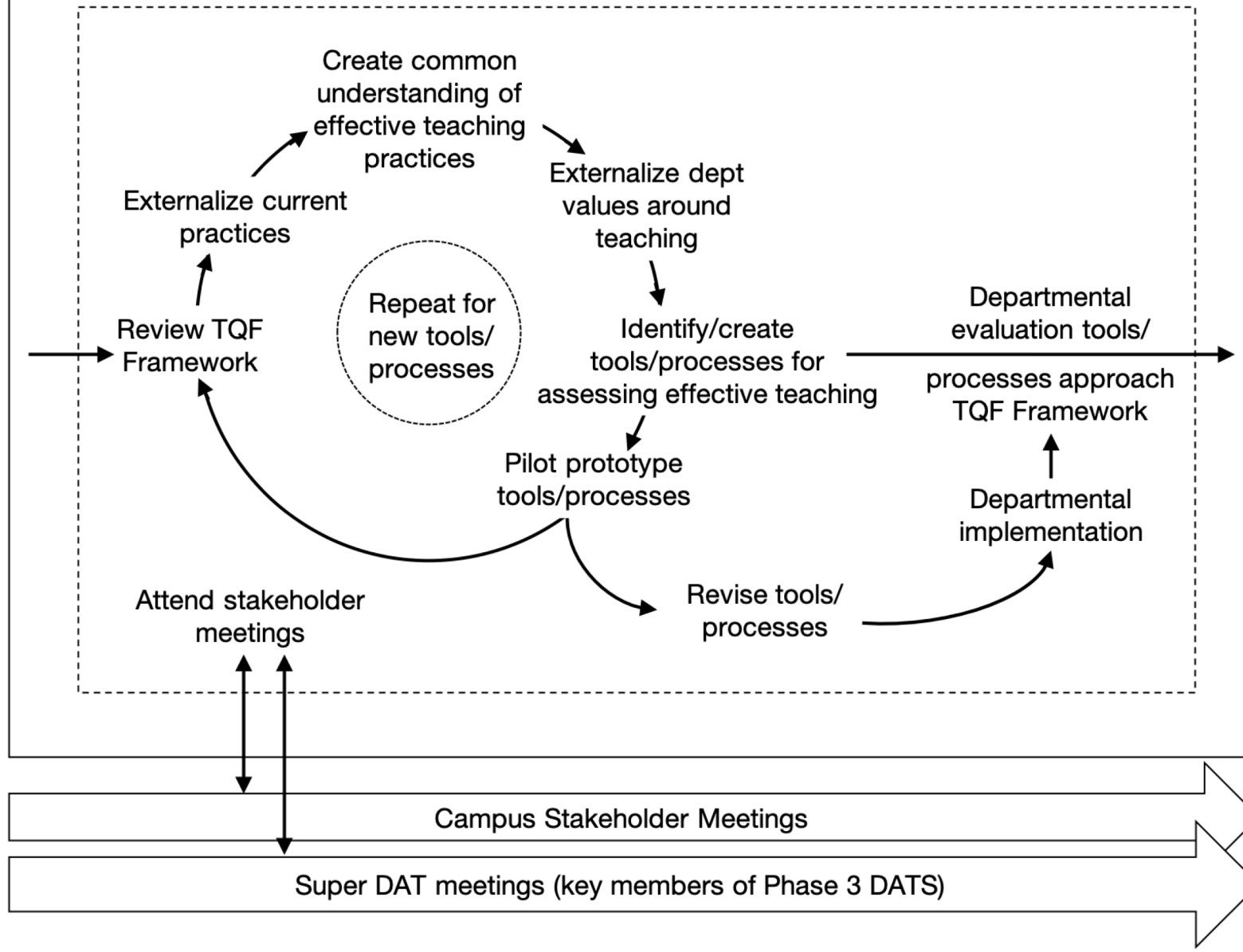
Align multiple measures from 3 voices of assessment to rubric

Improved Evaluation System

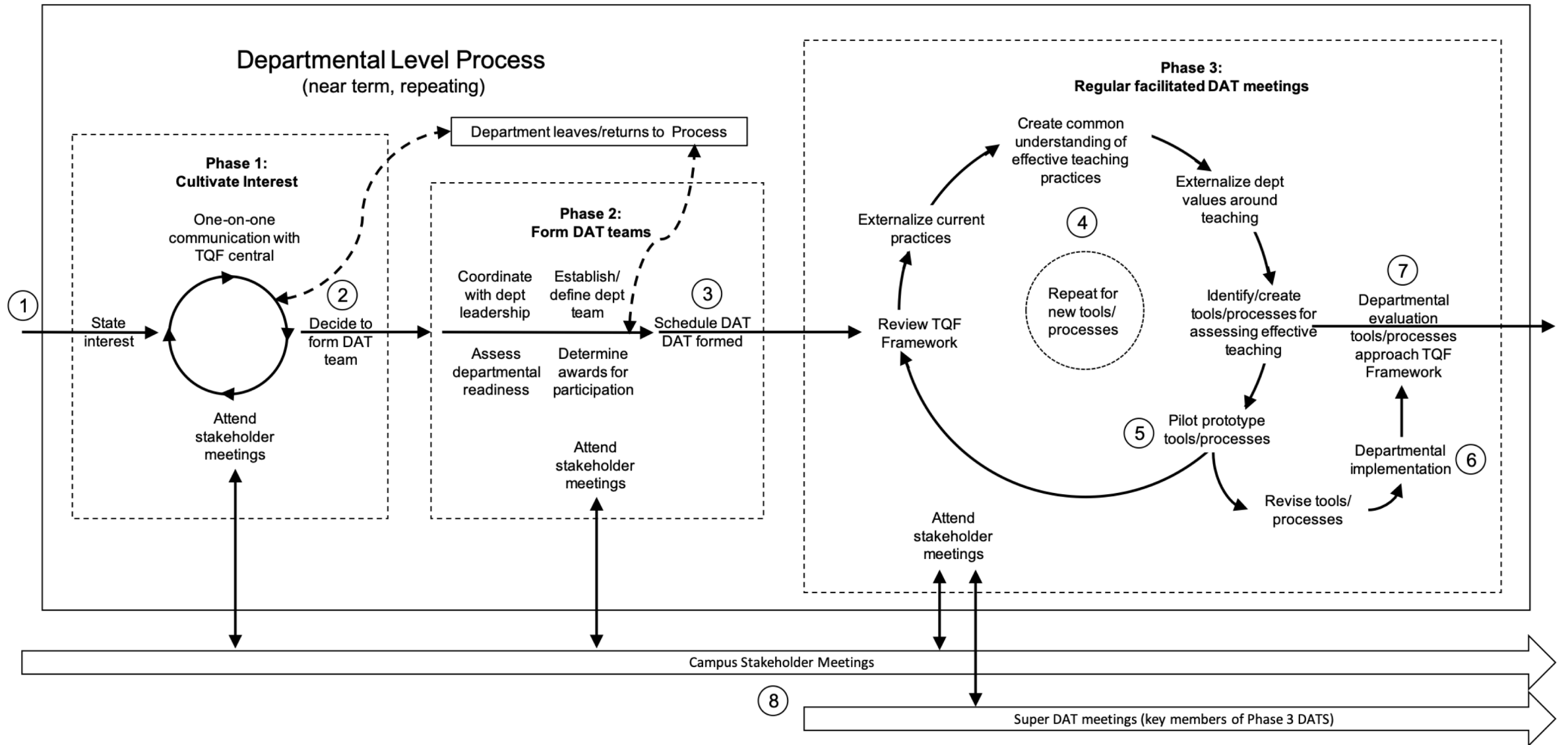
Phase 3: Regular facilitated DAT meetings



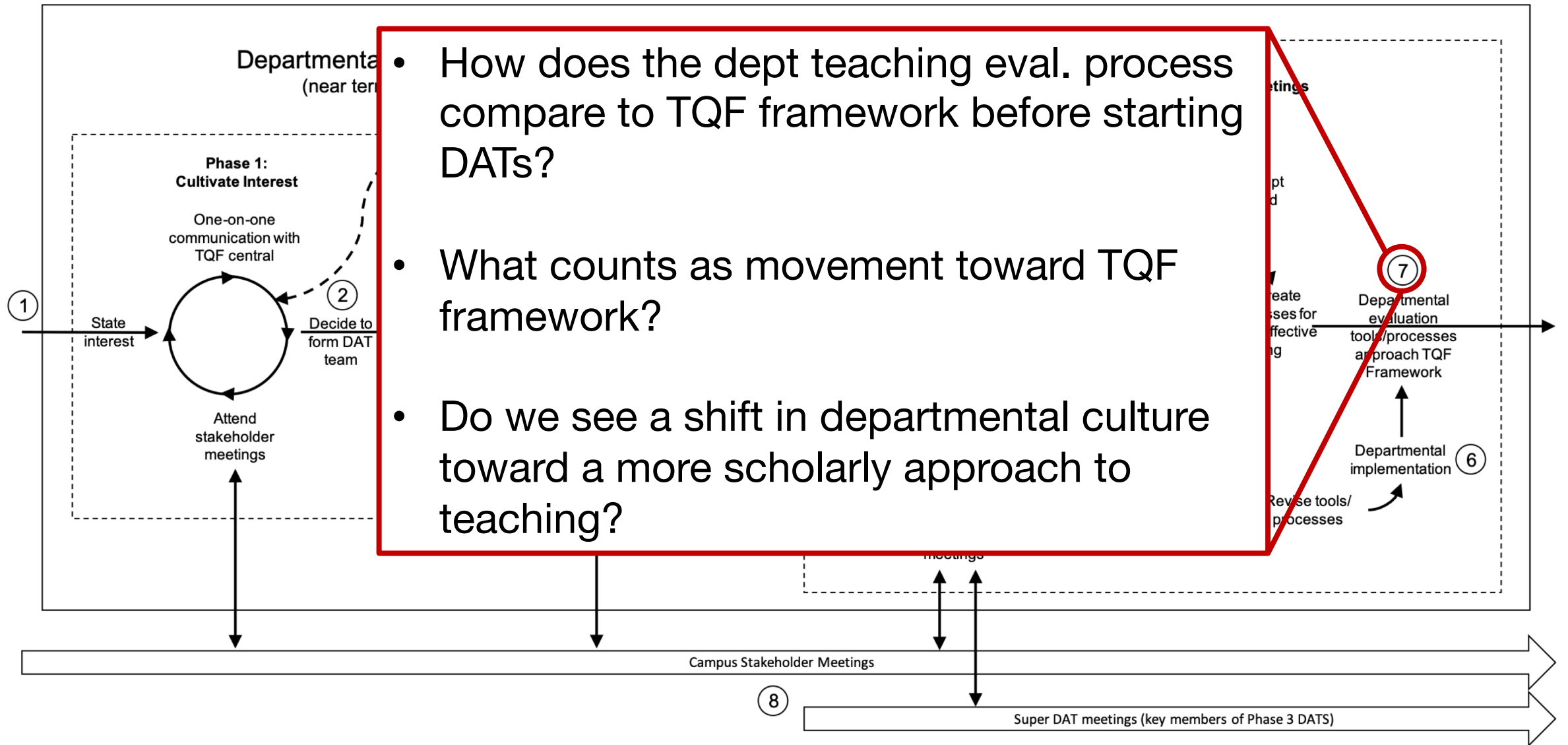
Phase 3: Regular facilitated DAT meetings



Conclusions and Future Directions



Conclusions and Future Directions



Interested in learning more?!

Hear more about TQF, DATs, and other TEval affiliated projects at these sessions later today:

- 1:15pm-1:45pm, Oral Presentation Session F in Woodlawn I (DATs):
 - *Characterizing departmental culture and assessing change with the DELTA survey*
- 1:15pm-2:45pm, Thematic Symposium in Fountainview:
 - *National Academies' Roundtable on Systemic Change in Undergraduate STEM Education: Directions and Opportunities*
- 2:45pm-3:30pm, Poster Session in Admiral (Student Evaluations):
 - *Building a better SET: An "outside-in" approach to developing and implementing improved student evaluations of teaching*
- 3:30pm-5pm, Thematic Symposium in Waterfront (Rubric, etc.):
 - *Improving Learning by Transforming the Evaluation of Teaching: Resources, Challenges, and Change Processes*

sarah.andrews-1@colorado.edu

 [@sarahfoofoo79](https://twitter.com/sarahfoofoo79)
[#ASCNHigherEdTI2019](https://twitter.com/ASCNHigherEdTI2019)

Questions?

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