

# Evidence of Teaching Effectiveness Beyond SET

As CETL explains, the valuation of teaching provides instructors with 1) information that can be used reflexively to adjust teaching and assessment practices; 2) an opportunity to align learning outcomes and program goals within and across units.

For the purposes of demonstrating evidence of teaching effectiveness beyond the SET, teaching may include classroom and non-classroom education of students such as advising, mentoring, directing performers, supervising design projects, chairing and serving on student advisory committees and thesis committees, developing course handbooks, manuals, textbooks, or delivering professional workshops in the field.

A. Candidates are welcome to provide any evidentiary material of their teaching effectiveness. The following materials are especially useful in evaluating a candidate's teaching effectiveness:

1. Teaching statement
2. Diversity statement
3. School-wide and/or University-wide awards for excellence in teaching.
4. Student and peer evaluations of teaching for all classes taught since the initial appointment or the last promotion. This may include students supervised in theatre labs and productions.
5. [Teaching portfolio](#)
  - Review of teaching materials
    - Syllabi
    - Learning objectives and outcomes
    - Exam format and grading structure
    - [Authentic assessment strategies](#)
    - Course material
  7. Supplementary readings and/or materials developed by the candidate.
  8. Course handbooks, manuals, workbooks, and textbooks developed by the candidate.
  9. Additional commentary/responses regarding SET evaluations at the discretion of the faculty member

B. Peer Evaluations of Teaching

1. The formal (course) teaching of all candidates standing for promotion or eligible for reappointment and/or tenure shall be observed and reviewed at least once per year either by the department head or another faculty member appointed by the head.
2. Such visitations shall be scheduled in advance for a time agreed to by the candidate. Prior to the observation, the candidate may share with the evaluator, verbally or in writing, an overview of the lesson, the objectives, and the procedures.
3. The observer shall prepare a written report containing observations and evaluations of the class attended, the clarity of the objectives, the appropriateness and effectiveness of the instructional activities, and overall impressions of the lesson. The report shall be placed in the file and a copy given to the candidate.
4. Observers for online courses shall be selected in the same manner, at which time the candidate shall provide access for them to (a) selected module(s). Observers will prepare written reports based on the criteria in item 3 above.
5. Although observation of instructional or production-supervisory activities with students outside of formal classes is not required, candidates may request observations of such activities and ask that evaluation reports be placed in their files. Faculty members may also request additional observation of their classroom teaching at any time prior to a review.
6. Any candidate disagreeing with the conclusions stated in an observation report may submit a written response that shall be attached as an addendum to the observation report.

Add these to the faculty resources

[Note: I would like to add a compendium of links/resources as well

<https://gtlcenter.org/sites/default/files/docs/EvaluatingTeachEffectiveness.pdf>

“principal evaluations; analysis of classroom artifacts (i.e., ratings of teacher assignments and student work); teaching portfolios; teacher self-reports of practice, including surveys, teaching logs, and interviews; and student ratings of teacher performance”.

<https://senate.ucsc.edu/committees/cca-committee-on-career-advising/faculty-career-resources/a-guide-to-providing-evidence-of-excellence-in-teaching---citl-paper.pdf>

“This brief guide suggests five different formative assessments, which faculty members may decide to submit as evidence of teaching effectiveness: 1) personal statement, and possible additional self-evaluation statement regarding one’s own teaching; 2) evidence of contributions to graduate education; 3) peer evaluation; 4) syllabi; and 5) diversity statement. These documents should not be used to reiterate information that is already evident through a review of SETs; rather, they should refer to overall patterns in the SETs as necessary, but provide a more holistic and representative picture of the individual as a teacher and of their teaching practice. Please consider this list a helpful guide, not an exclusive catalog of options.

How Should A Peer Observation Be Organized?

The Center for Advancing Teaching and Learning Through Research (CATLR) at Northeastern University proposes some guidelines for designing peer observations that are “formative, collegial dialogue[s], tailored to the contours of the discipline and the expressed desires of the teacher being observed.”

**Initial Conversation.** Establish goals for the observation and provide useful background information for the observer. Questions to ask the observed: How can this process be most useful for you? Is there anything specific you would like to focus on? Are there 4 things you’ll be trying for the first time in this class? How would you describe this group of students? Are there materials that I can look at ahead of the observation?

**Observation.** For the observer: arrive in class early and seat yourself somewhere unobtrusive. If applicable, use the rubric that is shared by all who participate in peer observation in your department. The CITL can help with the preparation of such a rubric. Take detailed notes about what the instructor is doing, how engaged students appear, how things seem to be “working,” questions or suggestions you have, and so on. In general try not to focus as much on the content as on the overall instructional experience.

After the observation, it is helpful to review your notes and organize them into useful themes, highlighting both strengths and questions you may have.

**Follow-Up Conversation.** Questions to ask the faculty member being observed: how do you think things went overall? Was there something you felt went especially well? Was there something that surprised you? What worked or didn’t work, and why? I noticed \_\_\_\_ and wonder what your experience of that was.

**Reflective Summary.** To make the observation useful and put the results into practice, we suggest that the observed faculty member compose a written reflective summary of the experience, responding to questions such as: What was the most useful part of this experience for you? What specific things got reinforced as effective during this process? What specific changes do you envision as a result of this feedback? Did you learn anything new about your students or how they learn? This reflective summary, along with the rubric, can provide a basis for summarizing the peer observation as part of the evaluation of teaching in the personnel process. Source: Northeastern University, Center for Advancing Teaching and Learning Through Research – “Faculty Peer Observation and Feedback”