



Building and Documenting your Teaching Expertise

August 2, 2018

Clare Hasenkampf
U of T President's Teaching Academy
3M National Teaching Fellow

*Find resources, partners, collaborators, colleagues with similar goals and challenges

*Learn what U of T expects of your teaching and how they will assess how well you do it.

*Make a plan and critically evaluate it regularly

UTSC Guidelines on Assessing Teaching Effectiveness

details in

<https://hive.utsc.utoronto.ca/public/dean/academic%20administrators/UTSC-TeachingGuidelines-Feb%2012-FINAL-POST.pdf>

Your Department will collect information from

1. you (your CV and Teaching Portfolio),
2. your students (course evaluations and letters from students who have completed your courses)
3. your colleagues – letters, classroom visit assessments, assessment of your teaching portfolio and your efforts to develop your teaching expertise
4. external experts (for teaching stream faculty) who will inspect your teaching portfolio

What criteria will they use in the assessment?

Common expectations (called competence in tenure stream; called effectiveness in the teaching stream)

1.stimulates and challenges students, and promotes their intellectual and scholarly or creative development;

2.communicates effectively;

3.develops students' mastery of a subject, including the latest developments in the subject area of instruction;

4.develops students' sense of inquiry and understanding of a subject;

continued next page

5. creates opportunities that involve students in the research process, creative activities, or the technical practice of the discipline, *when applicable*

6. creates and maintains supervisory conditions conducive to a student's research, intellectual growth, and academic progress, ... Yes for tenure stream, and yes for teaching stream, when appropriate

7. Deals with students fairly & ethically, taking care to make himself or herself accessible to students for academic consultation, to inform students adequately regarding course formats, assignments, and methods of evaluation, to maintain teaching schedules in all but exceptional circumstances, to inform students adequately of any necessary cancellation & rescheduling of instructions and to comply with established procedures and deadlines for determining, reporting and reviewing the grades of his or her students;

Two additional attributes for the teaching stream

8. Promote academic integrity (teaching stream)
9. Implement fair and transparent grading practices with clear links to learning outcomes, assignments and assessments (teaching stream)

Excellence in Teaching

Tenure stream faculty are judged for competence or excellence in both teaching and research. Tenure stream must achieve at least competence in both teaching and research and must achieve excellence in at least one of the two.

Teaching stream faculty must achieve excellence in teaching (which is a combination of effective teaching and excellence in teaching)

Excellence in teaching for promotion to Associate Professor requires

1. a combination of the following:

Tenure stream

Some combination of

A. Superlative teaching skills

B. Pedagogical Professional Development

C. Creative Educational Leadership

Teaching stream

Some combination of

A. Excellent teaching skills

B. Creative Educational Leadership and/or Achievement and innovative teaching teaching initiatives

Additionally teaching stream are expected to demonstrate ongoing pedagogical and/or professional development

What does superlative teaching skills (tenure stream) or excellent teaching skills (teaching stream) look like? Both demand a combination of the following:

a. exemplary in-class or on-line teaching

b. rigorous use of evidence-informed approaches to improve course or curriculum design or to motivate student learning

c. use of scholarly or professional expertise to augment student understanding

d. winning, or being nominated for, teaching awards or other significant recognitions of accomplishments in teaching, or in course or curriculum design

e. evidence of significant, sustained, positive effects on student understanding or application of knowledge in contexts outside the classroom

With the criteria in mind, **make a plan**

Become familiar with pedagogical principles and learning science (not necessarily as a researcher but as a practitioner, i.e. read books directed at teachers, go to workshops)

Make a four year plan for how your core teaching assignments (your courses) will unfold over this time period. You might phase in some aspects over 2-3 iterations

See where your courses fit into your department's plans for students and decide on the appropriate content and student skill development

Apply pedagogical principles and learning science to design course activities, assignments and assessments.

Think about how you will document the learning and the student's attitudes to your approach

When we assessing teaching- we evaluate using more than one perspective

*what the instructor says they are trying to accomplish and how they plan to do it and do it into the future.

*What students say about their learning or what evidence you have of this learning from student engagement during class & performance outside of class

*What peers (yours) think about the appropriateness of the learning objectives, how the teacher goes about facilitating learning, how fair, appropriate and accurate are the assessments?

“what the instructor says they are trying to accomplish and how they plan to do it and do it into the future.”

Your teaching philosophy and goals will be a key component of your portfolio; it will anchor the document.

It is important as you embark on your teaching to read some about pedagogical principles and learning science

Develop your own teaching philosophy and goals; use these to inform your teaching decisions.

Need some prompts? Try
www.teachingperspectives.com

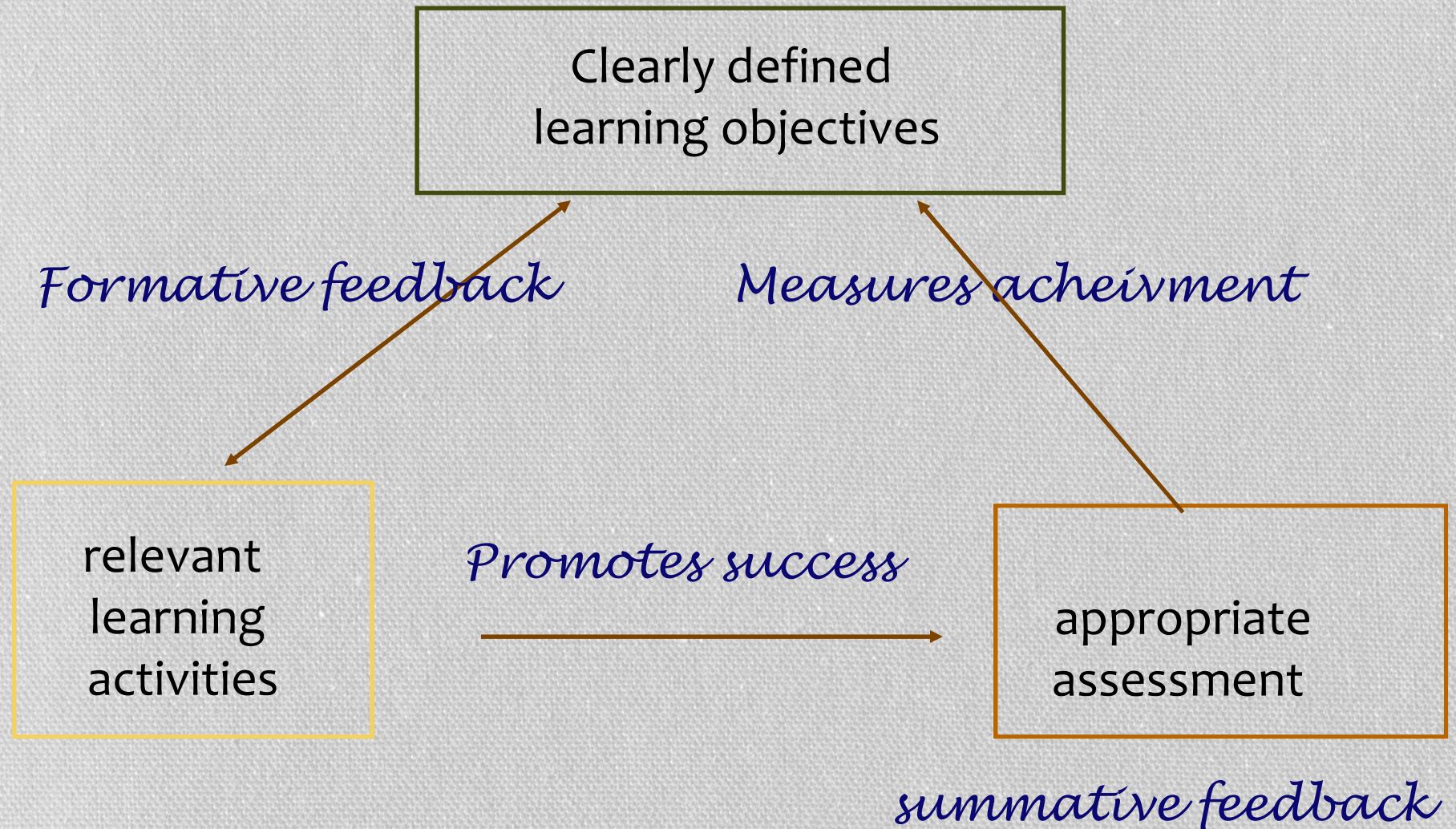
“What students say about their learning or what evidence you have of this learning from student engagement during class & performance outside of class”

Right from the start think about what will constitute evidence of learning in your classes, and keep samples!

Look at students assignments and assessments from the learning perspective and think about how they are meeting the goals you have set for them.

Adjust your assignments, assessments *etc.* to better align expectations with their achievements

In well aligned (happy) courses



Learning objectives, learning activities and assessment should be carefully aligned- this is a major component of assessing teaching.

- 1. The course/class should have clearly stated learning outcomes- objectives/goals. Judge appropriateness.**
- 2. The activities of the course should promote the student's ability to achieve the course objectives. Does this happen?**
- 3. The course assessment should include formative and summative aspects and should be closely related to the course learning outcomes. Look for opportunities for student, self-assessment during class or regularly outside of class activities**

“What peers (yours) think about, the appropriateness of the learning objectives, how the teacher goes about facilitating learning, how fair, appropriate and accurate are the assessments?”

Look at your teaching from the outside perspective, critically.

Seek feedback from experts and peers early and regularly.

- A second pair of eyes in the classroom and new perspectives and experience can be very helpful.
- Having others inspect your teaching efforts for helpful feedback will also make it less stressful to have your teaching assessed later when its part of the promotion process or even for an award.

When its time for your interim review (normally at the beginning of year 4), you will submit your CV and a teaching portfolio; you will get feedback on it.

Then at the beginning of year 6 you will submit your CV and teaching portfolio as part of the documents that will be used in determining if you will be promoted.

CTL usually offers teaching portfolio workshops several times per year.

Here I will just give you a few highlights

A Teaching portfolio (or Teaching dossier) is a tool for critically reflecting on how well you are achieving the learning goals you set for students. It is also a key document for teaching awards, continuing reviews and for promotion to Associate Professor.

A teaching portfolio is a collection of documents that support critical reflection and/or analysis of a body of teaching work.

The **Teaching portfolio** contains documents and materials which collectively suggest the scope and quality of a teacher's performance.”

Peter Seldin

A teaching portfolio has four main elements

1. Your teaching philosophy
2. Your teaching goals
3. A narrative that explains how you attempt to achieve these goals and the evidence that you are progressing in achieving these goals.
These first three parts are usually about 20 pages
4. Appendices that provide the actual evidence (syllabi, sample course activities, assessments etc.)

As you start your teaching

- * Think about your teaching philosophy (what do you really think is important) and how this translates as learning goals for students
- * Think about what constitutes evidence of learning.

When you start thinking about your teaching portfolio, think about

*your teaching from the perspective of someone examining your portfolio

*What would you look for in a good lecture and in a course rich in learning opportunities?

*What kinds of things might they expect from someone with your teaching philosophy and goals; how will they know if you have achieved the goals.

*How will you relate that to departmental and University standards?

“Seven Principles of Good Practice in Undergraduate Education” Chickering and Gamson (1987)

- *Encourages contacts between students and faculty
- *Develops reciprocity and cooperation among students
- *Uses active learning techniques¹
- *Gives prompt feedback
- *Emphasizes time on task (students' time spent actively engaged in learning)
- *Communicates high expectations
- *Respects diverse talents and ways of learning.

Thank you.

Questions?