

*Current TED
guidelines*

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Teacher Education Department

Criteria Related to Teaching Effectiveness

This section identifies four components or sub-sections, all of which should be given equal and serious consideration by faculty preparing RTP files and by committees who review these files.

Personal Philosophy of Teaching & Learning

Outstanding

Personal statement of teaching / learning philosophy that

- ◆ Makes connections between personal philosophy and school/department conceptual framework.
- ◆ Provides specific references to theory and research related to personal philosophy.
- ◆ Clearly states teaching/learning practices that reflect the philosophy (instructional strategies, group activities, grading policies, etc).
- ◆ Demonstrates commitment to improvement, change, and/or learning of the instructor with explicit strategies for how instructor uses external resources and data to inform this change.

Good

Personal statement of teaching/learning philosophy that

- ◆ Refers to school/department conceptual framework as related to teaching philosophy.
- ◆ Refers to appropriate research and theory in relation to teaching philosophy.
- ◆ Provides a clear description of teaching/learning practices with some connections to philosophy.
- ◆ Demonstrates commitment to improvement, change, and/or learning on the part of the instructor with some ideas about how the change process is informed.

Developing

Personal statement of teaching/learning philosophy that

- ◆ Indicates awareness of school/department conceptual framework with connections implied but not articulated.
- ◆ Provides general references to theory and research that may inform teaching/learning philosophy.
- ◆ Provides general description of teaching/learning practices but minimal connection to personal philosophy.
- ◆ Demonstrates minimal level of commitment to improvement, change and/or learning without mention of how the change process is informed.

Unacceptable

Personal statement that is vague and/or inarticulate that

- ◆ Provides few or no connections between personal philosophy and school/department conceptual framework.
- ◆ Provides no references to theory or research related to personal teaching/learning philosophy.
- ◆ Provides little or no description of teaching/learning practices.
- ◆ Demonstrates no commitment to improvement, change or continued learning on the part of the instructor.

Possible Indicators

- ◆ Personal teaching/learning philosophy statement
- ◆ PTE forms and summaries
- ◆ Course syllabi (which may or may not include the following items)
- ◆ Descriptions of classroom activities
- ◆ Descriptions of student assignments
- ◆ Assessment and grading policy
- ◆ Samples of student work
- ◆ Other data collected by the instructor to help guide the teaching/learning process

Instructor Analysis and Response to PTEs

Data for all items on PTE forms will be provided. These data should be perceived by both faculty submitting files and committees reviewing them as only one of the areas of teaching effectiveness. When responding to these data, faculty may wish to address particular items, which they consider most relevant to their courses.

Outstanding

Perceived teaching effectiveness (PTE) data that

- ◆ Exceed by at least one standard deviation the mean departmental scores for the same course from the previous year.
- ◆ Have a majority of favorable student comments.

Personal analysis and response to PTEs that

- ◆ Articulate clearly circumstances, course philosophical issues, and other factors that may have influenced PTE scores and comments.
- ◆ Provide a specific and well-developed plan that directly responds to students' scores and comments.

Good

PTE data that

- ◆ Meet the mean departmental scores for the same course from the previous year.
- ◆ Have generally favorable student comments.

Personal analysis and response to PTEs that

- ◆ Explain circumstances, course philosophical issues, and other factors that may have influenced PTE scores and comments.
- ◆ Provide a plan that adequately responds to students' scores and comments.

Developing

PTE data that

- ◆ Are no more than one standard deviation below the mean departmental scores for the same course from the previous year.
- ◆ Have mixed – positive and negative – comments.

Personal analysis and response to PTEs that

- ◆ Give some explanation of circumstances, course philosophical issues, and other factors that may have influenced PTE scores and comments
- ◆ Do not directly respond to students' scores and comments and/or provide an underdeveloped plan for remedy.

Unacceptable

PTE data that

- ◆ Are lower by more than one standard deviation from the mean departmental scores for the same course from the previous year.

- ◆ Have generally negative comments.

Personal analysis and response to PTEs that

- ◆ Do not explain circumstances, course philosophical issues, and other factors that may have influenced PTE scores and comments.
- ◆ Do not respond to students' scores and comments.

Possible Indicators:

- ◆ PTE scores
- ◆ Students' comments
- ◆ Evidence to support or rebut scores and comments
- ◆ Plan of action

Reflective Analysis of Teaching

Outstanding

A reflective self-analysis of teaching that

- ◆ Includes clearly defined consistent teaching objectives or goals with achievable outcomes.
- ◆ Analyzes student-learning outcomes with examples of lessons taught.
- ◆ Comments and reflects on such topics as class mood, attitude, and behavior.
- ◆ Indicates strong ties to stated pedagogical theory.
- ◆ References the norms within the knowledge base of the subject(s) taught.
- ◆ Integrates current developments related to course content into the curriculum.
- ◆ Contains a clearly defined and developed plan of action that reflects knowledge and self-awareness gained from reflection.

Good

A reflective self-analysis of teaching that

- ◆ Includes clearly defined consistent teaching objectives or goals with achievable outcomes.
- ◆ Analyzes student-learning outcomes with examples of lessons taught.
- ◆ Comments and reflects on such topics as class mood, attitude, and behavior.
- ◆ Discusses personal pedagogical theory in a general manner.
- ◆ References attempts to integrate current developments related to course content into the curriculum.
- ◆ Articulates the norms within the knowledge base of the subject(s) taught.
- ◆ Contains a plan of action that reflects knowledge and self-awareness.

Developing

A reflective self-analysis of teaching that

- ◆ Includes a brief discussion of teaching objectives with stated outcomes.
- ◆ Explains briefly student-learning outcomes.
- ◆ Defines personal pedagogical theory with few or no examples.
- ◆ Comments briefly on such topics as class mood.
- ◆ Mentions current developments related to course content.
- ◆ Contains a narrative discussion of possible future actions.

Unacceptable

A reflective self-analysis of teaching that

- ◆ Lacks mention of teaching objectives and/or outcomes.
- ◆ Omits comment on such topics as class mood.
- ◆ Offers no explanation of personal pedagogical theory.

- ◆ Contains no discussion or plan of action based on knowledge and self-awareness.

Possible Indicators

- ◆ Syllabi from course(s) taught
- ◆ Self-reflection and analysis of one's classroom performance
- ◆ Samples of student work
- ◆ Student narrative responses on PTE forms
- ◆ Maintenance of a journal to record successes, failures, student personal development, student progress, and new strategies to achieve learning outcomes.
- ◆ Personal statement related to pedagogical theory in the college classroom.
- ◆ Statement of goals and objectives for the coming year.

Program and Course Related Advisement

The purpose of advising is to contribute to program and course-related student success by helping students meet their goals consistent with the University's mission. Basically there are two main types of advising, program, e.g., cohort, campus, continuous and initial; and course-related, e.g., course content, assignments, procedures. The following criteria may be used to determine efficacy in these types:

Program Advisement

Outstanding

- ◆ Provides leadership on scholarship of developmental advising through mentoring of new and continuing advisors.
- ◆ Develops tools, guidelines, and direction for departmental advising.
- ◆ Meets with students and assists with key scheduling and planning needs.
- ◆ Receives outstanding evaluations on advising.
- ◆ Advises thoroughly and accurately.

Good

- ◆ Develops tools, guidelines, and direction for departmental advising.
- ◆ Is familiar with policy and scholarship on developmental advising.
- ◆ Meets with students and assists with key scheduling and planning needs.
- ◆ Receives good evaluations on advising.
- ◆ Advises thoroughly and accurately.

Developing

- ◆ Meets with standards and assists with key scheduling and planning needs.
- ◆ Updates oneself on changes in program requirements across the department.
- ◆ Receives good evaluations on advising.
- ◆ Advises thoroughly and accurately.

Unacceptable

- ◆ Fails to meet students.
- ◆ Keep inadequate advising hours (below departmental requirements).
- ◆ Provides inaccurate or unhelpful information.
- ◆ Receives poor evaluations on advising.

Course-related Advisement

Outstanding

- ◆ Deliberately creates out-of-class encounters with students to enhance learning opportunities, such as required meetings between student and instructor.
- ◆ Readily available and encourages student to initiate contacts outside of course time.
- ◆ Designs out-of-class support tools as web site and e-mail; encourages students to use them, as needed.
- ◆ Posts and meets all office hours, holds both office hours by appointment, regularly scheduled and “open”.

Good

- ◆ Readily available and encourages student to initiate contacts outside of course time.
- ◆ Designs out-of-class support tools as web site and e-mail; encourages students to use them, as needed.
- ◆ Posts and meets all office hours, holds both office hours by appointment, regularly scheduled and “open”.
- ◆ Approachable before/after class.

Developing

- ◆ Readily available and encourages student to initiate contacts outside of course time.
- ◆ Posts and meets all office hours, holds both office hours by appointment, regularly scheduled and “open”.
- ◆ Responds to e-mail inquiries.
- ◆ Approachable before/after class.

Unacceptable

- ◆ Fails to meet student appointments
- ◆ Keeps inadequate hours (below departmental requirements)
- ◆ Not regularly available
- ◆ Rarely approachable before/after class

Possible indicators or sources of data include but are not limited to the following:

- ◆ Structured evaluation form from department sources
- ◆ Personal notes from students
- ◆ Self-report from data collection
- ◆ E-mail from students
- ◆ Copies of letters written about advising to Chair/Dean

Criteria Related to Scholarship Expectations

In addition to the specific criteria and indicators described below, reviewers should consider the number and stature of co-authors and co-presenters as well as the reputation and selectivity of the venues in which the scholarly work is presented (conferences, journals, etc.). These considerations should be included in deciding between “Outstanding” and “Good” and “Developing.”

Outstanding

Scholarship that follows a clearly defined agenda that

- ◆ Involves yearly production and publication in the instructor’s field of expertise or discipline or in a general area of teacher education, including, but not limited to, authoring books or chapter(s) in books or articles in refereed journals and periodicals, serving as editor of a collection of articles/chapters, designing computer software applications, or serving on editorial boards of established professional publications.
- ◆ Includes invitations to speak, present papers at conferences, symposia and conventions that are recognized as important sources of current information in the field of education.
- ◆ Shows significant consulting, paid or unpaid, which includes research and/or grant writing, in fields relating to instructor’s field of expertise or discipline or in a general area of teacher education.
- ◆ Contains effective sharing of research findings, consulting experience, and related activities with colleagues and students for the general benefit of both the university and the community it serves.
- ◆ Shows on-going research and/or investigations of educationally relevant issues.

Good

Scholarship that follows a defined agenda that

- ◆ Involves production and publication in the instructor’s field of expertise or discipline or in a general area of teacher education, including, but not limited to, authoring books or chapter(s) in books or articles in refereed journals and periodicals, serving as editor of a collection of articles/chapters, designing computer software applications, or serving on editorial boards of established professional publications.
- ◆ Includes an acceptable plan of action for scholarly activity that identifies areas for investigation.
- ◆ Includes invitations to speak, present papers at conferences, symposia and conventions that are recognized as important sources of current information in the field of education.
- ◆ Shows consulting, paid or unpaid, which includes research and/or grant writing, in fields relating to instructor’s field of expertise or discipline or in a general area of teacher education.

- ◆ Contains sharing of research findings, consulting experience, and related activities with colleagues and students for the general benefit of both the university and the community it serves.

Developing

Scholarship demonstrating an emerging agenda that

- ◆ Shows attempts to produce and publish in the instructor's field of expertise or discipline or in a general area of teacher education.
- ◆ May include an acceptable plan of action for scholarly activity that identifies areas for investigation.
- ◆ Includes active participation, e.g. moderating, responding, or participating as a member of panels or groups, at conferences, symposia, and conventions that are recognized as important sources of current information in the field of education.
- ◆ May show consulting paid or unpaid, in fields related to the teaching discipline.

Unacceptable

Scholarship that

- ◆ Focuses on areas that are not acknowledged as part of teacher education or are outside the instructor's recognized field of departmental expertise with no attempt to explain the relevance of expanding or redirecting scholarship.
- ◆ Contains no relevant publications or recent attempts to publish.
- ◆ Includes no relevant plan of action for research, production and publication.
- ◆ Demonstrates minimal attempts at currency in the instructor's field of expertise and/or the general area of teacher education.

Possible Indicators:

- ◆ Published works (books, chapters, articles, software, etc) and/or documents referring to the juried or refereed acceptance for publication along with relevant evidence such as manuscripts, chapter outlines, correspondence.
- ◆ Invitations or acceptance letters for presentations at international, national, regional, or local professional groups.
- ◆ Contributed presentations or papers to national, regional, or local professional groups.
- ◆ Grant proposal responses, funded or unfunded, with applicable documentation pertaining to the source and type of funding available.
- ◆ Final and/or interim reports from consulting activities and/or grants.
- ◆ Documentation of attempts to publish in recognized professional journals and periodicals.

- ◆ Status reports or timelines for scholarly productions including, but not limited to, research agendas, progress reports, possible publication submissions, pilot studies, responses to funding proposals.
- ◆ Documentation of actual participation at meetings of professional groups in the field of education and/or the instructor's teaching discipline.
- ◆ Awards, honors, and/or other professional recognition of a body of work or special status.

Criteria Related to Service Expectations

In addition to the specific criteria and indicators described below, reviewers should consider any assigned or release time that the faculty member may have been given to perform services listed and/or the level and extent of the service contribution and participation of the faculty member.

Outstanding

Service to the faculty that

- ◆ Includes chairing a significant committee at the department, school, or university level.
- ◆ Shows membership in committees at the department, school, or university level including major participation in subcommittees and/or implementing the charge of the committee.
- ◆ Involves working with faculty in a substantive way such as mentoring new faculty, providing advisement for the RTP process, initiating with programs within the department or school.

Service to the profession that

- ◆ Includes significant activity in professional organizations such as holding office, serving on committees or boards.
- ◆ Involves working with organizations such as school districts, countries, and states in educational contexts.

Service to the public or community that

- ◆ Includes use of academic expertise to significantly enhance knowledge and/or understanding in the local, state, or national community without pay or profit.
- ◆ Involves significant participation in local, state, or national civic activities and organizations.

Good

Service to the faculty that

- ◆ Includes chairing a committee at the department, school, or university level.
- ◆ Shows membership in committees at the department, school, or university level including participation in subcommittees and/or implementing the charge of the committee.
- ◆ Involves working with faculty in a substantive way such as mentoring new faculty.

Service to the profession that

- ◆ Includes activity in professional organizations serving on committees or boards.
- ◆ Involves working with organizations such as school districts, counties, and states in educational contexts.

Service to the public or community that

- ◆ Includes use of academic expertise to enhance knowledge and/or understanding in the local, state, or national community without pay or profit.
- ◆ Involves participation in local, state, or national civic activities and organizations.

Developing

Service to the faculty that

- ◆ Shows membership in committees at the department, school, or university level.
- ◆ Involves working with faculty in a collegial atmosphere.

Service to the profession that

- ◆ Includes membership in professional organizations.
- ◆ May involve with organizations such as school districts, counties, and states in educational contexts.

Service to the public or community that

- ◆ Shows no relationship to the Mission of the University.
- ◆ Is non-existent.

Possible Indicators:

- ◆ Letters from appropriate leadership acknowledging level of participation and/or service.
- ◆ Attendance records such as minutes or summaries of meetings/activities.
- ◆ Products (work done by reviewee) such as reports, outlines, plans.
- ◆ Certificates, awards, or mention of merit in publications.
- ◆ Articles in newspapers or other publications referring to faculty member's service.