

DEPARTMENT OF CURRICULUM AND INSTRUCTION
SET+ TEACHING EVALUATION POLICY

March 2019

Teaching is an essential part of the work of the Department of Curriculum and Instruction. We prepare teachers through our programs: teachers in the preK-12 schools, in higher education, and in other formal and informal institutions. And we believe that high quality teaching is a core mission of our work as faculty: we hold ourselves and each other to high expectations for our teaching and our continued development as teachers.

We understand teaching to be situated and contextualized, both in time and place. We understand teaching to include planning, enacting, and reflecting on our actions as educators. We see teaching as an activity that takes place in formal spaces like schools and in informal settings like playgrounds. Teachers are constantly learning from their experiences, adapting to students, to contexts, to shifting goals, to expanding knowledge. For each of us, teaching takes place in classrooms, in one-on-one meetings with students, in professional meetings when we present, and in public events in which we organize opportunities for learning.

In holding ourselves and one another accountable, we also recognize that measuring what matters in teaching is challenging, and that reducing teaching to counting students enrolled or means on Likert scale evaluation scales fall far short of capturing the qualities good teaching entails. Our approach is the on-going evaluation of teaching in our department is to use multiple indicators and to allow for variation to accommodate differences in how our faculty enact their role as teachers.

ANNUAL REVIEW

For *annual review*, faculty will submit (but not limited to) the following:

1. All syllabi for the annual year (these are collected every semester by the Department)
2. Submit the University's SET reports for every class, as well as any additional *student feedback* that the faculty member solicited from students
3. Their teaching goals for the coming year
4. All required data on teaching that is solicited in HuskyDM (this includes information on advising, courses taught, and teaching-related accomplishments)

Once every five years, we require that faculty submit additional documentation of teaching. Faculty will collaborate with the Department Head on selecting which year within the five year span they will submit their materials.

The goal is to provide artifacts that provide plausible evidence of the quality of one's teaching practice (as defined by the faculty member). The emphasis is on quality over quantity of the materials. This documentation should accomplish one or more of the following goals:

1. provide evidence of student learning;
2. provide explanation and evidence of innovation or significant improvement of one's instruction or one's course/program materials;

3. describe course, assessment, and/or program creation that is impacting one's own teaching and, perhaps, others';
4. demonstrate reflection and/or professional development and the impact of either/both on one's teaching.

Here the choices include (but are not limited to)

- 2-4 peer observations (limited to 1-2 pages of feedback and 1-2 pages of reflection for each observation)
- An inquiry project report based on an inquiry designed by the faculty member or a professional learning community of faculty (limited to a 5-page narrative)
- A published, peer reviewed piece of scholarship of teaching
- Teaching portfolio to be designed by the faculty member that will contain no more than 5 artifacts with one to two paragraphs of explanation for each
- Other evidence as outlined in “Candidate’s Documentation of Teaching and Advising Performance” in the *Faculty Roles and Responsibilities* document (cf., pp. 19-20).
- Other evidence as identified by faculty member in consultation with the Department Head.

APPROVED BY EDCI ELECTRONIC VOTE ON MARCH 12, 2019.