Departmental Process for Developing and Evaluating Teaching Effectiveness at Colorado State University

**Identify and Align**

**Review Faculty Goals.**
1. Determine if faculty teaching goals align with departmental goals and the TEF
2. Provide feedback on teaching goals
3. Review the Framework to explore criteria for growth and the TILT website for professional learning opportunities

**Develop Action Plan**
Client with college MTI Coordinator, TILT or others to plan professional development opportunities based on departmental and/or individual goals

**Engage & Integrate**

**Support Faculty**
1. Provide opportunities for faculty to share teaching ideas with each other, in small groups or at department meetings.
2. Check in with faculty seeking or needing support on teaching goal.

**Review Teaching Effectiveness Framework at a Glance.**
Begin Goal Setting.
1. Choose a domain for growth
2. Review the Teaching Effectiveness Framework to explore criteria for growth and the TILT website for professional learning opportunities
3. Set a SMART goal for teaching:
   - Specific
   - Measurable
   - Achievable
   - Realistic/Relevant
   - Time-Bound

**Departmental Process for Developing and Evaluating Teaching Effectiveness**

**Identify and Align**

**Identify Teaching Effectiveness Process**
Chair and/or faculty committee:
1. Become familiar with the CSU Teaching Effectiveness Framework
2. Analyze departmental teaching and identify appropriate use of TEF
3. Develop a long-term departmental goal related to the TEF
4. Share departmental goal and goal-setting process with faculty

**Plan**

**Support Faculty**
1. Meet with individual faculty for annual review.
2. Reflect on individual and department strengths and needs for developing teaching effectiveness.
3. Reflect on progress towards the long-term departmental Teaching Effectiveness goal.

**Engage & Integrate**

**Evaluate and Reflect**
1. Engage in self-reflection and determine progress. Consider:
   - Should the goal be tried again? Why?
   - What does the evidence tell me? Is this a pattern?
   - Did I see benefits...to me? To students
   - Did I choose the best tools for evaluation? If not, what does this mean for next year?
   - How did I grow as an instructor?

**Reflect & Assess I**

**Faculty**
New to CSU
Follow department Teaching Effectiveness Process to reflect on teaching and identify areas of strength and growth.

Returning to CSU
Reflect on teaching to identify areas of strength and growth focusing on feedback from the following:
- Department chair (annual review)
- Peers (recent classroom observation, Teaching Squares COPUS, etc.)
- Students (course survey, student success data)
- Self-reflection (TPI, Teaching Squares, etc.)

**Identify and Align**

**Develop Action Plan**
Choose measurement tool to demonstrate evidence of goal attainment.
1. Self-reflection using CSU Teaching Effectiveness Framework
2. Teaching Squares/Peer observation forms
3. Course surveys
4. Wieman Institute: Teaching Practices Inventory/COPUS
5. Institutional Research data

**Engage & Integrate**

**Support Faculty**
1. Provide opportunities for faculty to share teaching ideas with each other, in small groups or at department meetings.
2. Check in with faculty seeking or needing support on teaching goal.

**Reflect & Assess II**

**Faculty Chair and/or faculty committee:**
1. Become familiar with the CSU Teaching Effectiveness Framework
2. Analyze departmental teaching and identify appropriate use of TEF
3. Develop a long-term departmental goal related to the TEF
4. Share departmental goal and goal-setting process with faculty

**Engage & Integrate**

**Support Faculty**
1. Meet with individual faculty for annual review.
2. Reflect on individual and department strengths and needs for developing teaching effectiveness.
3. Reflect on progress towards the long-term departmental Teaching Effectiveness goal.