

Background

In July 2020, the First Year Language Program (FYLP) was moved under the CWLC's administration. Since then, faculty and staff have worked to create a new identity and develop an inclusive community of practice.

- Our shared mission values enriching learners' academic experience through **excellence in teaching**.
- Our first task as a DAT was to **create a framework** that would allow us to **define teaching effectiveness in our program** and **create a transparent structure for evaluation**.
- Our aim to provide excellence in teaching, when relying on contingent faculty, requires a **commitment to including all faculty** in continuous **professional development opportunities**.

Next Steps

During the 22-23 AY, we will pilot the new framework for Teaching Effectiveness and work on developing forms and processes to include the three voices in our evaluation process.

- **Fall: Focus on including Peer-Voice.**
- Selection of a teaching domain of inquiry
 - ✓ Development of guidelines/forms for various activities allowing to record a peer-voice
 - ✓ Organization of *Share Fairs* & Forums to facilitate onboarding to the process
- **Winter: Focus on including Student-Voice.**
 - ✓ Meeting to provide feedback on the fall experience
 - ✓ Development of guidelines/forms for various activities allowing to record students' voice
 - ✓ Organization of Share Fairs to facilitate implementation
- **Spring: Focus on developing the narrative (Self voice)**
 - ✓ Training for new faculty about the annual review in *Faculty Success*
 - ✓ Focus groups to collect feedback and hear the perspectives from all faculty (Teaching Faculty, Visiting Teaching Faculty, Adjunct Faculty)
 - ✓ All groups discussion on preparation for next year's process

Teaching Effectiveness Framework

CWLC Teaching Effectiveness Framework		Voice			Reviewer Comments	Year Term
Teaching Domain	Evidence & Intent ¹	Self	Peer	Student		
Outcomes, Content, Alignment <ul style="list-style-type: none"> Learning outcomes are clearly articulated and communicated to students In-class activities and instruction are aligned with the learning outcomes Content integrates diverse perspectives and is relevant and meaningful to students 						
Teaching Practices <ul style="list-style-type: none"> Instructor implements learner-centered approaches and provide opportunities for students to interact in the target language Teaching practices result in high level of student engagement Instructor meets target threshold for target language use in the classroom (language specific) 						
Learning Environment <ul style="list-style-type: none"> Instructor is accessible and works well with students Demonstrates effort to promote respect and a sense of belonging among all students Shows intentionality in fostering a collaborative and inclusive community of learners 						
Assessment & Feedback <ul style="list-style-type: none"> Instructor uses variety of feedback methods (recast, nonverbal cue, elicitation, clarifying questions, repetition, etc.) to support learning and maintain motivation Feedback is frequent, timely, individualized and provides pathways for growth Classroom assessments align with student learning outcomes 						
Learner Empowerment <ul style="list-style-type: none"> Teaching practices promote self-directed learning and a culture of reflection, guiding students in learning how to learn Instructor helps students recognize and develop transferable skills (empathy, communication strategies, self-assessment, etc.) Foster self-awareness through critical reflection on cultural practices & perspectives 						
Commitment to Growth & Innovation <ul style="list-style-type: none"> Instructor regularly reflects on their teaching practices Instructor invites and learns from multiple voices (self, peer, student) Demonstrates commitment to innovation and experimentation with research-based best practices in the language classroom 						

Possible Sources of Evidence May Include²:

SELF:

- Syllabus
- Lesson plan
- Sample activity or assessment
- Reflective teaching statement
- SoTL projects or pedagogical publications

PEER³:

- Teaching observation
- Collaborative design of pedagogical tools or materials
- Collaborative review of syllabi, lesson plans, activities, or teaching statements
- Teaching consultations

STUDENT:

- Student evaluations
- Classroom interviews
- Student Faculty Partnership Program*
- Student letters, emails, notes



To view the complete CWLC DAT Proposal, the framework, and templates we developed for peer review, scan this QR code:



Lessons Learned

- This is the beginning of a cultural shift.
- Transparency and equity are essential to the process.
- Standardizing processes across rank and series creates a sense of community and allows for new collaborations.
- The new process strengthens a professional commitment to teaching excellence through a formative approach to evaluation.

Advice for future DATs

- Build upon existing structures
- Focus on filling in the gaps
- Be deliberate in ensuring a variety of voices & perspectives are represented in your DAT
- Be prepared to engage in challenging discussions
- Focus on areas in which you can enact change; don't fixate on external obstacles

Team Members

Emily Sposeto, DAT Lead, FY Italian Program
Kate Rice, FY French Program
Polina Maksimovich, FY Russian Program
Virginie Cassidy, CWLC Director

Acknowledgements

Virginia Pitts, Director of University Teaching, for her empowering guidance
Maha Foster, FY Arabic Program for her contribution to the initial part of the project
OTL for their overall support to the DAT group