



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

Possible Sources of Evidence May Include<sup>1</sup>:

SELF:

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

PEER<sup>111</sup>:

- 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

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