



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		
Teaching Domain	Evidence & Intent ⁱ	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 Includeⁱⁱ:				
SELF:	<ul style="list-style-type: none"> • Syllabus • Lesson plan • Sample activity or assessment • Reflective teaching statement • SoTL projects or pedagogical publications 	PEERⁱⁱⁱ:	<ul style="list-style-type: none"> • Teaching observation • Collaborative design of pedagogical tools or materials • Collaborative review of syllabi, lesson plans, activities, or teaching statements • Teaching consultations 	STUDENT:
				<ul style="list-style-type: none"> • 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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