

SUGGESTIONS FOR DEVELOPING RTP MATERIALS THAT ADDRESS SENATE CRITERIA FOR TEACHING EFFECTIVENESS

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Senate Policy File Criteria	Related observable evidence of effective teaching supported by research on teaching and learning
Command of the subject and currency in the field	<ul style="list-style-type: none"> • Currency of materials and disciplinary approaches • Work of student mentees has been presented, positively reviewed, published, or otherwise validated by external sources • Textbook (or most recent edition) is current, published by established press, adopted by other instructors
Skill in organizing and presenting material in ways that engage and motivate diverse student populations to participate in their own learning	<ul style="list-style-type: none"> • Clear communication in syllabi and course documents; supported in student and peer evaluations • Well-organized organized syllabi and course documents; supported in student and peer evaluations • Syllabus and other course documents provide evidence that course is well-designed, with clearly articulated and appropriate learning outcomes aligned with learning activities and assessments. • Instructor is able to establish good rapport with students through behaviors such as accessibility, approachability, respectful listening • Instructor uses a variety of teaching methods, including active learning techniques (such as collaborative learning, discussions, demonstrations, etc.) • Students have frequent opportunities to practice new skills and receive prompt feedback to monitor their own progress
Ability to foster critical thinking	<ul style="list-style-type: none"> • Use of active learning techniques reflected in syllabi, course documents, peer observations • Assignments and activities where students access and connect prior knowledge • Assignments and activities where students engage in regular and interleaved retrieval practice (i.e., retrieval of older material mixed with retrieval of newer material, such as with cumulative assessments or scaffolded projects). • Critical thinking skills are an explicit objective of the instructor
Integration of professional growth into the curriculum	<ul style="list-style-type: none"> • Students are engaged in various aspects of the research process (as appropriate to course and level) • Activities and assignments make disciplinary ways of thinking explicit for students • Faculty member is working with students on independent studies or other research projects
Reflection upon and adjustment of teaching strategies in response to assessment of student learning	<ul style="list-style-type: none"> • Instructor narrative that explains how and why a particular pedagogical approach was chosen to address an observed student challenge • Use of formative assessments to inform pedagogical decisions <p>Note: In addition to this specific item in the list of criteria, the Policy File also states, “Where appropriate, faculty are encouraged to contextualize all evidence within a continuing process of reflection and adjustment intended to promote a learner-centered and evidence-based approach to teaching effectiveness.”</p>
Use of innovative or creative pedagogies	<ul style="list-style-type: none"> • Use of active learning techniques reflected in syllabi, course documents, peer observations • Participation in campus programs that support innovative teaching • Development of creative or unique pedagogical solutions to student challenges