

College of Arts & Architecture Faculty Council

All-College Meeting

March 28, 2019

Increasing Teaching Effectiveness through Peer Review

Implementing processes to better teaching practices and improve relevant metrics for promotion and tenure

Report on Peer Review of Teaching in Higher Education

- Compiled by Faculty Councilors
- Submitted to the Dean's office August 2018

Report on Peer Review

- Mechanisms for peer review of teaching are different across the College.
- Generally a summative process whereby a senior faculty member reviews the materials and performances of a tenure-track faculty member
- Nontenured, post-tenure, and in some cases graduate students teaching in the units are largely without the benefit of peer review

Report Recommendations

Base guidelines for a peer review should include

- review of syllabus and other relevant course materials
- a pre-observation meeting
- an observation of one or more class sessions
- a post-observation meeting to discuss the review.

Report Recommendations

Establish review guidelines. Possible categories to be reviewed include

- Content knowledge
- Use of instructional materials
- Class organization
- Presentation form and substance
- Teacher-Student interactions
- Student participation
- Assessment practices

Report Recommendations

Peer reviews of teaching should be taken into consideration within a broader teaching portfolio that includes

- student evaluations
- evidence of student learning
- course materials
- self-evaluations and other relevant materials.

Teaching Effectiveness - Evaluations and Assessment committee (TEEA)

A committee combining Center for Pedagogy of
Arts and Design and the College of Art &
Architecture Faculty Council

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TEEA Activities

Committee formed in spring 2019

- Formed working teams to review best practices in the arts and beyond and gather data about approaches used across Penn State
- Partnered with Center for Excellence in Science Education (CESE) & Teaching and Learning with Technology (TLT)
- Exploration of improved observation techniques
- Piloting observation data collection tools in spring 2019

The Problem with Current Evaluation

Teaching evaluation historically addressed two objectives:

1. Improving performance.
2. Bringing about the reprimand or dismissal of those judged as inadequate or nonproductive.

Conflict

Primary purpose of teacher evaluation is personal and professional growth that leads to improved performance.

Modified COPUS

(Classroom Observation Protocol for Undergraduate STEM)

Code	Student Activity	Instructor Activity
L	Student is listening to lecture	Instructor is lecturing (including drawing)
C GQ	Answering question in group	Facilitating clicker group questions to students
C IQ	Answering clicker question individually	Facilitating clicker individual questions to students
GW	Group work – any kind (including student leads discussion, peer-to-peer activities, performance, and art/design making)	Facilitating group work – any kind (including student leads discussion, peer-to-peer activities, performance, and art/design making)
DIS	Whole class discussion	Whole class discussion
DEM DM	Watching a demo, experiment, simulation, scenario, role play, or artistic behavior (including video, including)	Giving a demo, experiment, simulation, scenario, role play, or modeling artistic behaviors (including modeling materials or performance)
PRE	Student giving a presentation, performance, or leading a teaching example	Faculty facilitation of student presentation, performance, or teaching example
QZ	Students taking quiz/test (including a clicker quiz)	Administering quiz/test
QSA	Student answering a question from instructor or other student	Instructor is listening
QIA	Student is listening to question answer	Instructor is answering a question
Added Arts Criteria		
ENG	Engagement with artifact or materials object	Faculty facilitation of material engagement activity
NS	Non-spoken artistic response (musical playing/singing, acting, art making)	Faculty facilitation, conducting, or leading of activity

- To foster self-reflection and conversation with trained observers.
- Help faculty become aware of their behaviors and their students' behaviors and attention levels.

Interval recording is a shortcut procedure for estimating the duration of a behavior (momentary time sampling).

Arts Observations

Goals

1. To provide instructors a detailed timeline about the action of students and themselves during a course meeting
2. To explore the level of student engagement and related activities occurring in courses in the School of Music (e.g., Music education)

Directions: PLEASE observe at the exact time point, not over the entire interval.

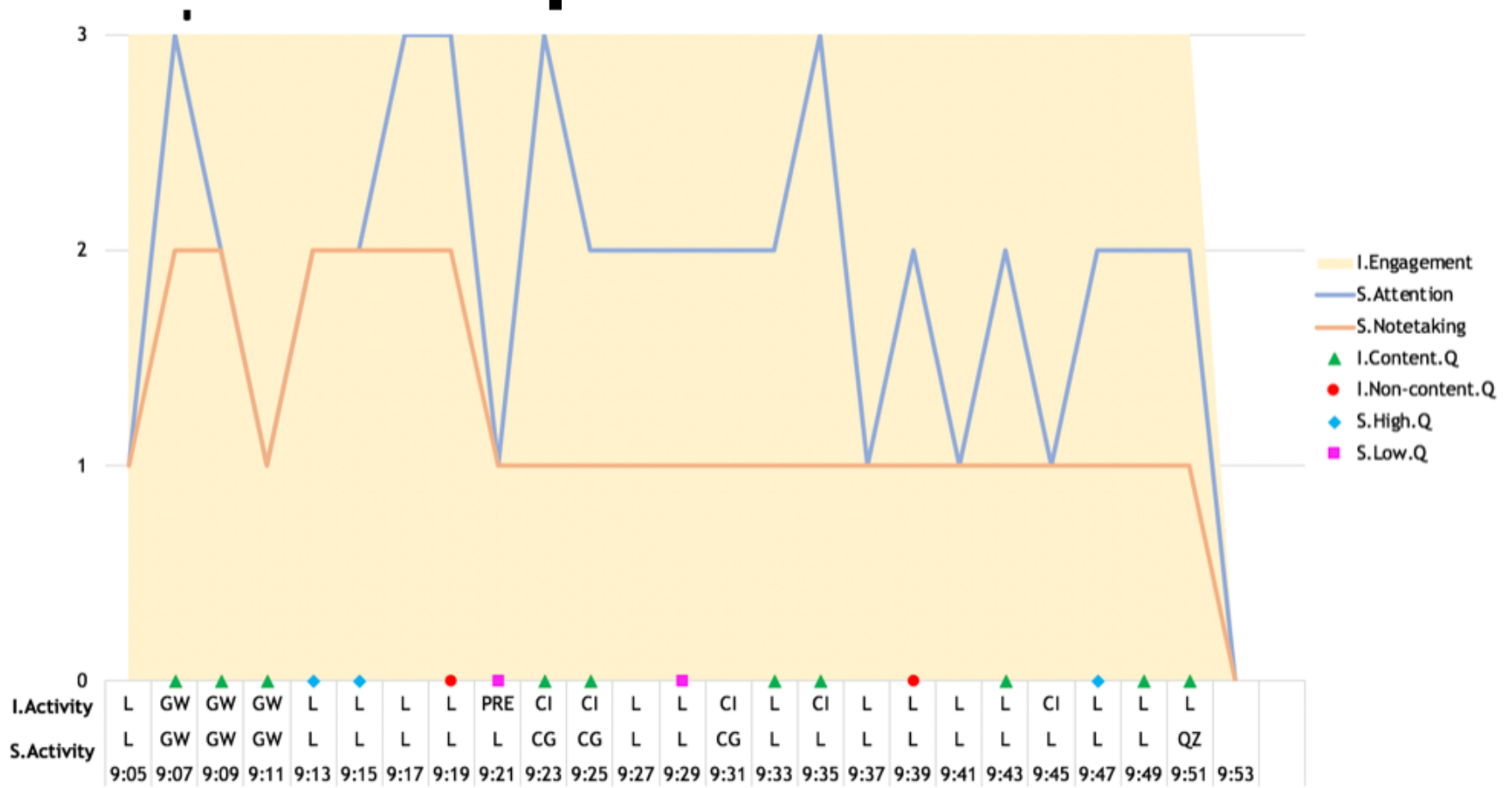
Student Observations: choose one group (5-8) of students near you to observe. Do not change students during the observations.

1. Record observations at each time point.
2. For “**Activities**”, use the codes at the end of the instructions.
3. For “**Attention**”, use the following values.
 - a. Low = less than 25% of students
 - b. Med = 25-75% of students
 - c. High = more than 75% of students
4. We wanted to separate student engagement **into note-taking, non-note-taking engagement** (for those that may be interested in level of note-taking occurring during class) and off task. During some activities, note-taking may not be applicable. Note-taking also uses the same coding with Engagement.
5. For “**Questions**”, if a student asks a question, mark this column and choose 1 or 2. **THIS COUNTS AS A CODE** – Column one is left blank.
 - a. 1 = low level questions (repeating a word, definition)
 - b. 2 = high level question (trying to make connections across topics, application)
6. Do not try to get inside the head of the students. We cannot assume anything about what they are thinking. For example, saying a student is “problem solving” is assuming too much. Instead, it would be more appropriate to say they are “working on a problem” or “responding to a prompt”.
7. Feel free to record any additional observations in the “Comments” section – record times if possible with comment.

Instructor Observations:

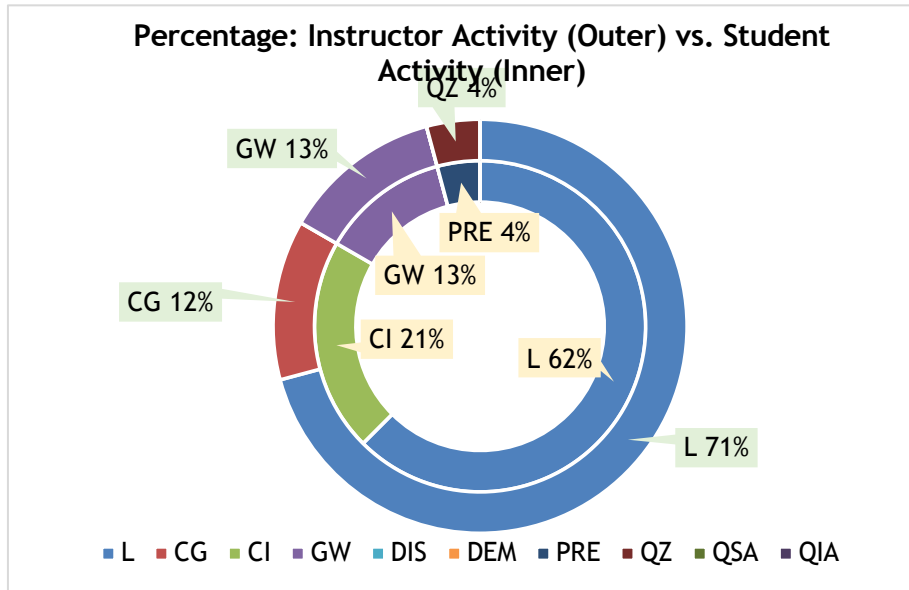
1. Record observations at each time point.
2. For “**Activities**”, use the codes at the end of the instructions.
3. For “**Engagement**”, evaluate the instructor’s engagement with students at that time by answering the question: Is the instructor engaged? For example, if group work session, is the instructor checking his/her phone at the podium or talking with students.
4. For “**Questions**”, if an instructor asks a question, mark if it is non-content questions (e.g., Is everyone ok? Am I going to fast?) versus a content question (e.g., How are the bonds forming?).
5. Feel free to record any additional observations in the “Comments” section – record times if possible with comment.

Example 1: 2018 Data

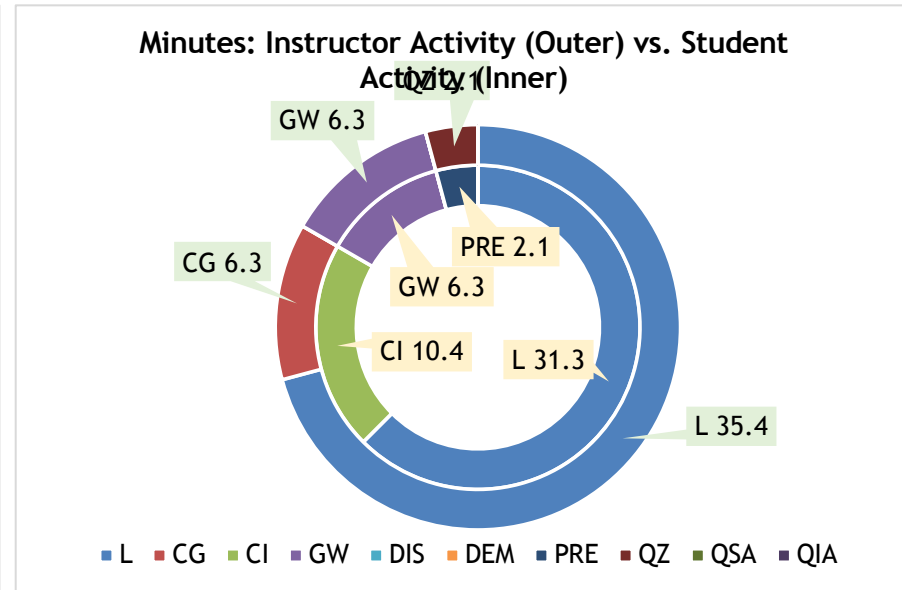


Example 1: 2018 Data

Unit: Percentage



Unit: Minutes



::Open Discussion::

REMINDERS:

Faculty Council At-large Member nominations
due April 17 with elections April 18-25

Announcements coming in Newslines!



Mentors Needed

If you are fixed term or tenured faculty and have worked at Penn State for at least six years, please consider being a mentor to a new A&A faculty member starting fall of 2019.

Want more information?

Ann Clements

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A&A Course Syllabus Boot Camp

Coming Early August 2019

A two-day workshop to assist you in developing or restructuring your course syllabus just in time for the fall semester.