

Revised Teaching Observation Form

HISTORY

SOURCES

VISION

GOALS

ESSENTIAL FEATURES AND CONCERNS ADDRESSED

One Form in Different Formats-- *The Form is too long and cumbersome!*

One Form for All Modalities-- *How appropriate is the Form to different modalities?*

10 Principles of Effective Teaching and 1,000+ Practices-- *Is the list of examples a checklist?*

Wording of the Rating Scale

FEEDBACK AND INPUT

Survey Spring 2021

Sections and Questions

Respondents

Response Rate

Responses to Summative Question (Q32)

Tenured and Non-Tenured Faculty

Legal and PSC-CUNY York Chapter Approval (Submitted by Dr. Xin Bai)

Feedback from departmental discussions (Submitted by Dr. Xin Bai)

April 2023 Faculty Survey Ranking Wording of the Rating Scale (Submitted by Dr. Jacob Apkarian)

LINK TO THE REVISED TEACHING OBSERVATION FORM

THANK YOU!

History

The Committee on Instruction and Professional Development (CIPD) started to collaborate with CTLET on revising the Teaching Evaluation form in Fall 2020. The pivot to online teaching in

Spring 2021 gave this task urgency as the current form was perceived as inadequate for non-in person modalities.

In October 2020 CUNY Central held a [webinar](#) to discuss models for evaluating online teaching used at different CUNYs as well as at non-CUNY institutions. CTLET examined the proposed models, reported findings to the CIPD and suggested the Committee take a closer look at a [model in use at Penn State](#). CIPD met with the Director of the Dutton e-Education Institute at Penn State who created the form together with faculty. We learned that over time the form had gained traction with faculty in all schools at Penn State and that it was adopted for face-to-face as well as for hybrid teaching. The CIPD concluded the Penn State form was most suitable to be adapted to York's needs and goals. In Spring 2021, the CIPD set out to adapt the form and to ensure adherence to stipulations of the linked [PSC-CUNY Contract](#).

At the end of Spring 2021, the CIPD invited faculty to participate in a survey to gather feedback and input. More feedback was gathered in Fall 2022 at departmental meetings and from presentations at the Faculty Caucus and at the Senate.

In May 2022, the revised form was reviewed by Legal Counsel and by the York Chapter of the PSC-CUNY.

Sources

The revision draws on the listed sources linked below:

- + <http://www.psc-cuny.org/contract/article-18-professional-evaluation>
- + <https://www.cuny.edu/coronavirus/academic-continuity/guidance-on-academic-continuity-to-campuses/#Conducting-Faculty-Observations>
- + <https://facdev.e-education.psu.edu/evaluate-revise/peerreviewonline>

Vision

The vision behind the form is to link evaluation to professional development. The form is grounded in research-based pedagogical principles and provides an opportunity to learn more about effective teaching practices that exemplify them. The form promotes evaluation based on informed observation of such.

This vision was communicated to all faculty in the linked 3-minute video:

<https://web.microsoftstream.com/video/066fa36a-0325-40a6-855d-1a0a3c69fe4b>

Goals

- + fostering FAIRNESS in the observation and evaluation
- + aligning observation with RESEARCH-BASED PRINCIPLES
- + allowing for COURSE-APPROPRIATE adaptations
- + grounding evaluation in EVIDENCE-BASED OBSERVATION

Essential Features and Concerns Addressed

One Form in Different Formats-- *The Form is too long and cumbersome!*

- The current Form has 9 evaluation categories; the revised Form has 10;
- For each category, the proposed Form provides information including
 - an explanation of the relevance and importance of the category

- a list of examples (by modality where needed)
- a list of resources to learn more about effective teaching practices
- The Form will be made available in different formats and faculty can choose the format that best fits their individual needs and wants.
 - The informational part can be offered in appendix or in a separate document
 - The informational part can appear side-by-side to guide observation to possibly facilitate recording observed practices by copy and paste or checkmark
 - More design ideas are welcome!

One Form for All Modalities-- How appropriate is the Form to different modalities?

The 10 observation categories are valid for all modalities as defined by the University Registrar in the [Coding of Modes of Instruction Memorandum of May 9th, 2022](#): In Person, Online Asynchronous, Online Synchronous, Online Mix, Hybrid Asynchronous, Hybrid Synchronous, HyField, HyFlex.

Where needed, the form provides observation and pedagogical guidance by modality.

10 Principles of Effective Teaching and 1,000+ Practices-- Is the list of examples a checklist?

Examples are just that! They can guide the observer and can make it easier to give feedback: where appropriate, observers can copy and paste or put checkmarks. The observer can also adapt examples and provide their own! In fact, we welcome fresh examples and will find a way to making this part of the Form collaboratively and dynamically updatable! We will over-communicate this both in emails and in the Form’s design.

Wording of the Rating Scale

While the rating scale (referred to in the table below as “CIPD Original”) was liked by a solid majority of faculty in our 2021 Survey (see below), it persisted to be a topic of discussion and discord at departmental meetings as well as in the Faculty Caucus. Individual faculty proposed different rating scales, but none emerged as a winner. Which is why it was decided during the April 18th meeting of the Faculty Caucus that faculty should vote for their preferred rating scale from three versions discussed by CIPD:

CIPD Original	CIPD Revised	Alternative CIPD Proposal
Highly Effective	Excellent	No support/guidance needed
Effective	Good	Minimal support/guidance needed
Developing	Needs guidance/support	Moderate support/guidance needed
Needs a lot of work		Significant support/guidance needed

The CIPD Revised version came out as the most popular (see details below.)

Feedback and Input

Survey Spring 2021

In Spring 2021 the CIPD invited faculty to learn about the proposed revised Teaching Observation, to review it and to provide feedback. The instrument used was a survey created in the Office 365 Forms application.

Sections and Questions

The Form includes 33 questions divided over 8 sections. Click on the linked [Feedback Survey](#) to see the Form with all questions. Below is an overview.

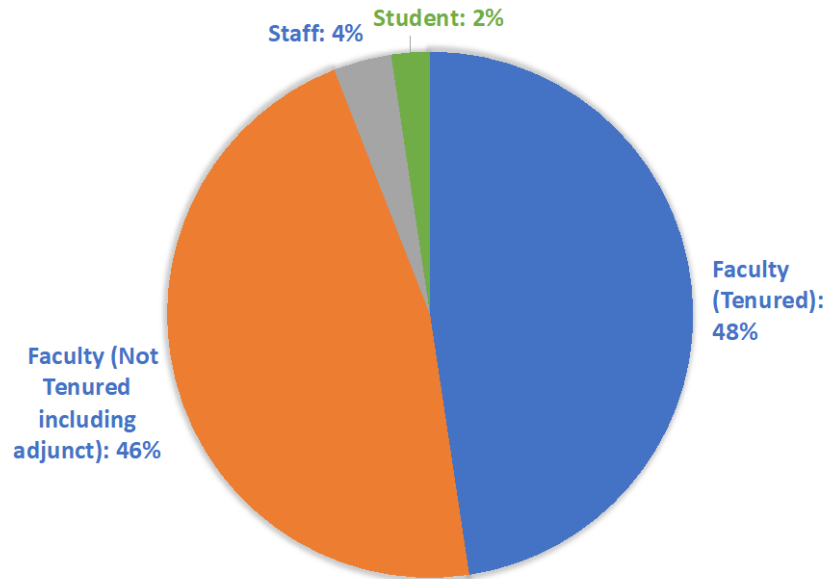
- Section 1 (Q1-3)
 - Invites respondents to provide their name if they want to
 - Requires respondents to indicate their title and email address
- Section 2 (Q4-5)
 - Presents the goals of the revision
 - Lists sources
- Section 3: Change of Designation (Q6-7)
 - Presents the rationale on the proposed change of designation from Classroom Observation to Teaching Observation
 - Invites feedback on this proposed revision
- Section 4: Observation Protocol (Q8-13)
 - Presents rationale to the proposed revisions to the protocol
 - Invites feedback
- Section 5: Vision/Framework of Proposed Teaching Observation Form (Q14-17)
 - Presents and invites feedback on the proposed changes to the evaluation categories and the Vision/Framework behind them
- Section 6: Categories and Examples of Evidence (Q18-27)
 - Presents rationales for each of the 10 categories
 - Invites respondents to “Make suggestions to delete, reword, or add a category or an example” for each of the 10 categories.
- Section 7: Rating Scale (Q28-31)
 - Invites respondents’ feedback on the wording of the rating scale as well as on its applying to each category or its being an overall rating
- Section 8: Overall Evaluation (Q32-33)
 - Invites respondents to evaluate how the proposed revisions accomplish stated goals
 - Invites respondents to provide final comments, suggestions

Respondents

The survey asked that respondents self-identify as *Tenured* or *Not tenured including adjuncts*. The CIPD’s rationale for this taxonomy was to be able to distinguish feedback from faculty to be observed and faculty appointable to observe. The survey’s categories capture that distinction approximately.

Figure 1. Number of Respondents by Category

Teaching Evaluation Form Survey (n=84) (May, 2021)



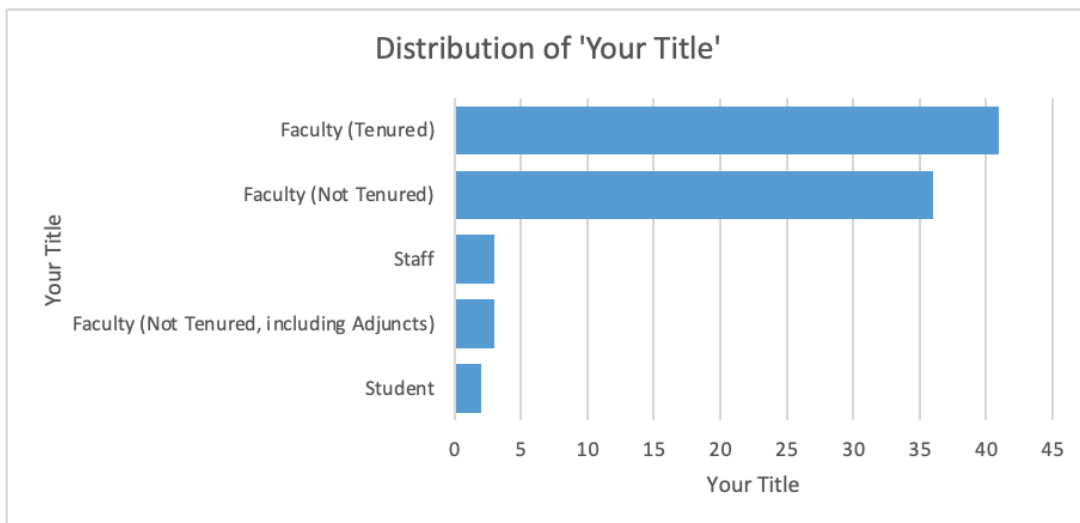
Response Rate

Respondents represent 14.4% of all faculty, 31.8% of full-time faculty and 9.2% of part-time faculty. (Data of total numbers provided by OIESP. These numbers are for faculty active in Fall 2021 as OIESP only reports out for Fall.)

Figure 2. Response Rate by Academic Title

Your Title	Count of Your Title	Full-Time	Total in Fall
Faculty (Tenured)	41		129
Faculty (Not Tenured)	36		425
Staff	3		
Faculty (Not Tenured, including Adjuncts)	3		
Student	2		
Grand Total	85		

Full-time in Fall	186
Full-time tenured in Fall	129
Part-time	368
Total # of faculty	554



Total Response Rate Faculty (41+36+3)	14.4
Response Rate per tenured/non-tenured	Percentage
Tenured	31.8
Non Tenured (36+3)	9.2

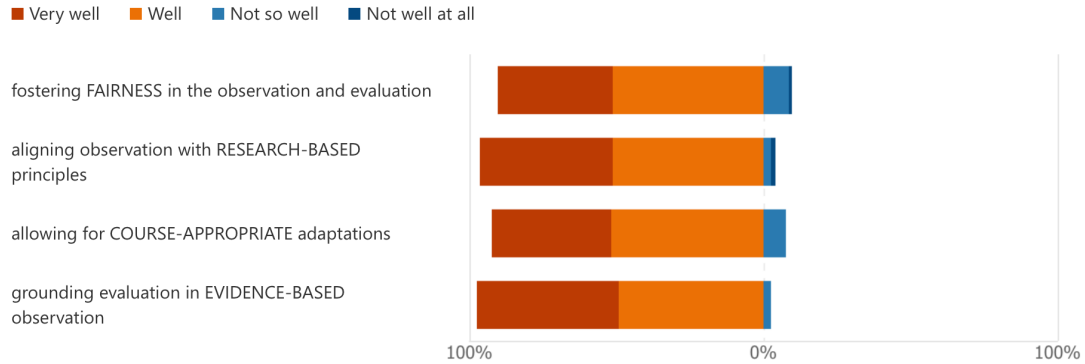
Responses to Summative Question (Q32)

For a report on aggregate responses to all questions, click on this linked [Printed Summary](#) auto-generated by MS Forms. Below are responses to the summative question (Q32) at the end of the survey -- *How well does the proposed evaluation and observation process accomplish its goals?* We listed the 4 goals stated in the first section of the survey; the range of possible answers was *Very well-Well-Not so well-Not well at all*.

Figure 3. Evaluation of Proposed Peer Observation Form (All Respondents)

32. How well does the proposed evaluation and observation process accomplish its goals?

[More Details](#)



Twelve of 75 respondents who provided their name were chairs or former chairs, in all representing 10 different departments.

Table 1. Evaluation of Proposed Peer Observation Form (Chairs and Former Chairs)

Your Title	fostering FAIRNESS in the observation and evaluation	aligning observation with RESEARCH-BASED principles	allowing for COURSE-APPROPRIATE adaptations	grounding evaluation in EVIDENCE-BASED observation
Faculty (Tenured)	Very well	Well	Well	Well
Faculty (Tenured)	Well	Very well	Very well	Very well
Faculty (Tenured)	Well	Very well	Well	Very well
Faculty (Tenured)	Very well	Well	Very well	Very well
Faculty (Tenured)	Well	Well	Well	Well
Faculty (Tenured)	Not so well	Very well	Well	Very well
Faculty (Tenured)	Very well	Very well	Well	Very well
Faculty (Tenured)	Well	Well	Well	Well
Faculty (Tenured)	Very well	Very well	Very well	Very well
Faculty (Tenured)	Very well	Well	Well	Well
Faculty (Tenured)	Very well	Very well	Very well	Very well
Faculty (Tenured)	Very well	Very well	Very well	Very well

Tenured and Non-Tenured Faculty

Tenured faculty overall give higher ratings to the proposed observation and process accomplishing its goals than do their non-tenured colleagues.

Figure 4. Evaluation of the Degree to Which the Proposed Peer Observation Form Fosters Fairness by Academic Title

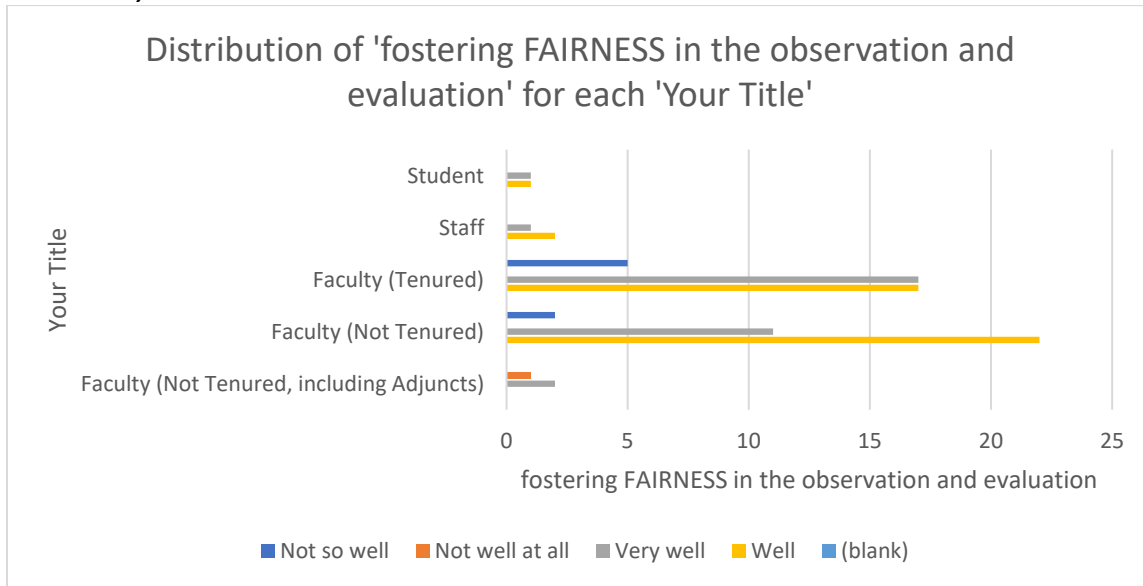


Figure 5. Evaluation of the Degree to Which the Proposed Peer Observation Form is Aligned with Research-based Principles by Academic Title

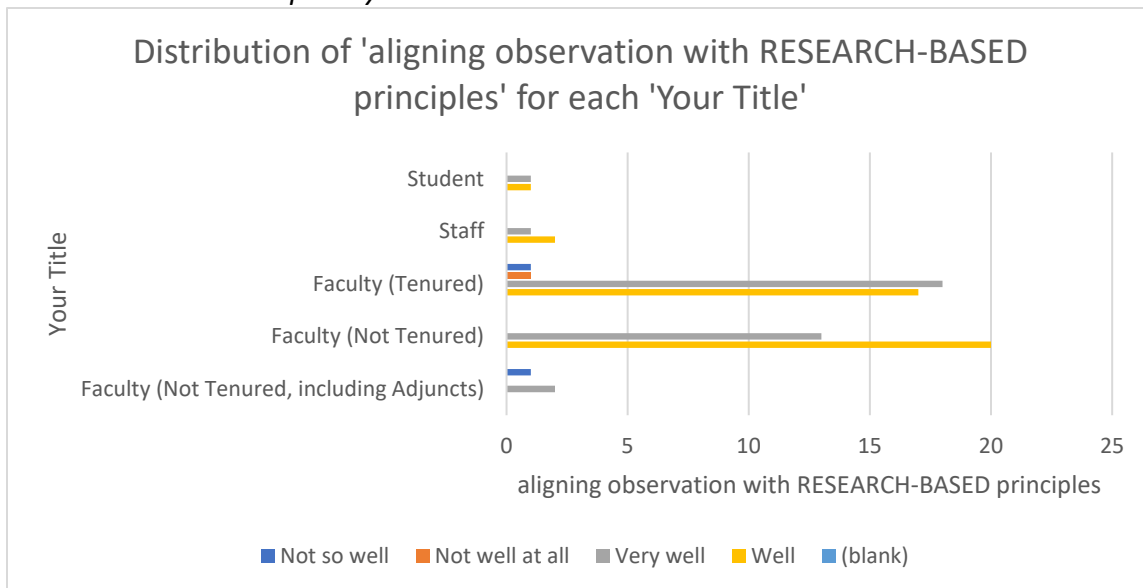


Figure 6. Evaluation of the Degree to Which the Proposed Peer Observation Form Allows for Course-Appropriate Adaptations by Academic Title

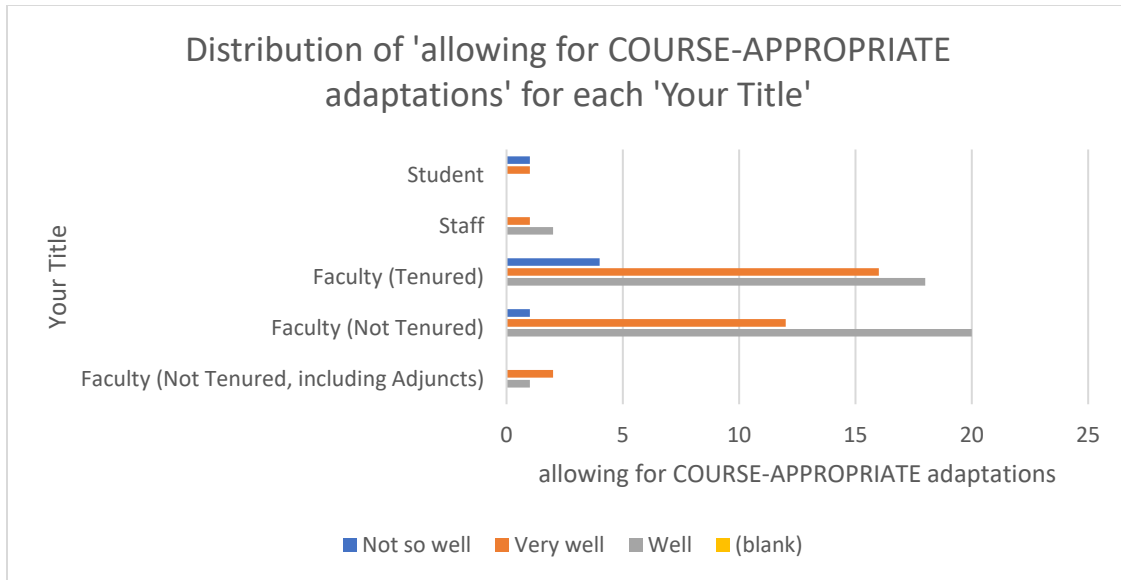
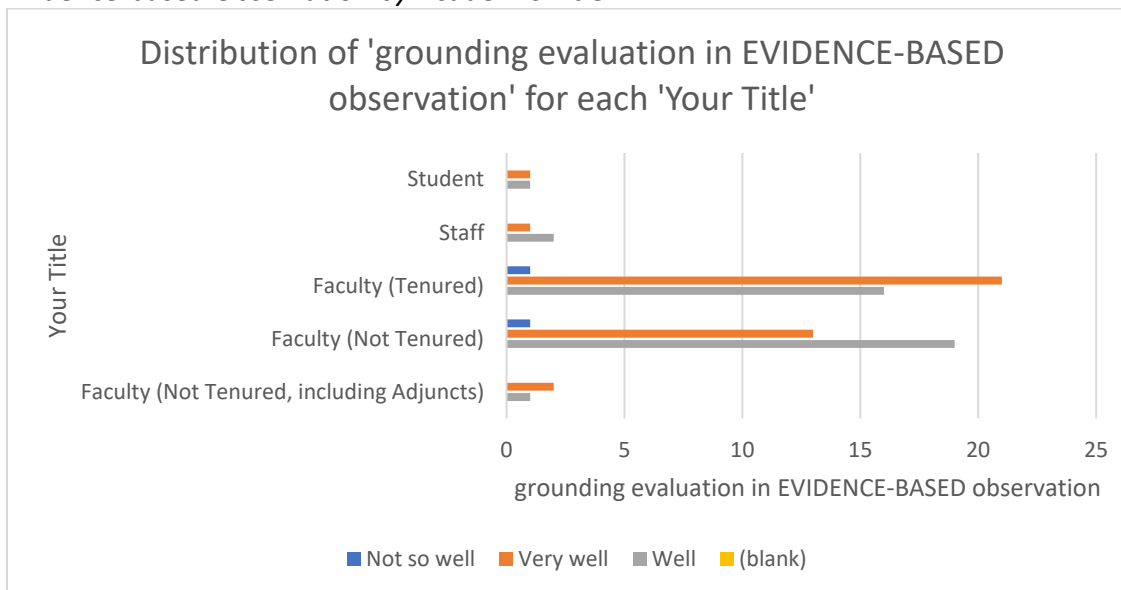


Figure 7. Evaluation of the Degree to Which the Proposed Peer Observation Form is Grounded in Evidence-based Observation by Academic Title



[Legal and PSC-CUNY York Chapter Approval \(Submitted by Dr. Xin Bai\)](#)

In May 2022 Dr. Xin Bai, chair of the CIPD from 2020-2022, discussed the proposed Revised Form with York Counsel Russell Platzek and with the representative of York Chapter of the PSC-CUNY. and obtained approval/suggestions from both.

Suggestion and rationale (from the Legal): May 2022

Legal suggestion: add "Unsatisfactory" to the ratings to protect faculty or "Need guidance/support" might imply "unsatisfactory" because it's the last category in the rating scale, which might imply "unsatisfactory." Accessibility doesn't have to be adopted as one of the teaching evaluation categories at this stage.

Suggestion and rationale (from the York Union): May 2022

Union rejected the use of "Unsatisfactory" in the ratings to protect faculty from being penalized through the implication of the term. The York Union indicated that they would provide suggestions when new ideas came up. More details below.

[Feedback from departmental discussions \(Submitted by Dr. Xin Bai\)](#)

Dr. Bai also gathered feedback on the form at department meetings (e.g., Biology, Teacher Education). Some departments provided feedback or follow-up questions via emails (e.g., Behavioral Science, Biology, English). The concerns and suggestions were brought back to the CIPD for discussions, revisions, and adoption via votes. The most recent form reflects those changes and was available for review by the Student and Faculty Caucuses throughout the revision process. The feedback included suggestions regarding the wording of categories (e.g., "Observee" should be "observed") and additional resources to be added to the Appendix. Accessibility as one of the evaluation categories was brought up as a concern because most faculty did not feel they had enough training and resources.

[April 2023 Faculty Survey Ranking Wording of the Rating Scale \(Submitted by Dr. Jacob Apkarian\)](#)

It was decided during the April 18th meeting of the faculty caucus that faculty should vote for their preferred rating scale from three versions discussed by CIPD. Ranked choice voting was recommended to better ensure voters have "more say" in the results (for more info on ranked choice voting, click [here](#)). Respondents were asked to rank the rating scales in Figure 8 from first to third. They were also given the option to check a box that read the following: "Please check the box below if you have no preference and are equally happy with any of the above choices. If you check this box, it will be assumed that you support the most popular choice."

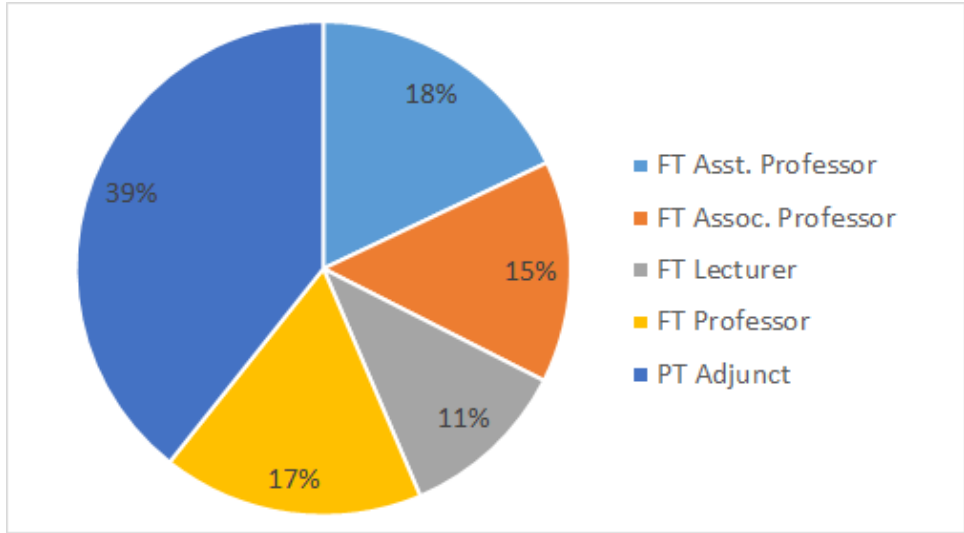
Figure 8: Three Versions of the Rating Scale Discussed by CIPD

CIPD Original	CIPD Revised	Alternative CIPD Proposal
Highly Effective	Excellent	No support/guidance needed
Effective	Good	Minimal support/guidance needed
Developing	Needs guidance/support	Moderate support/guidance needed
Needs a lot of work		Significant support/guidance needed

The survey was open from Monday 4/24/23 to Thursday 4/27/23. There were 117 responses to the survey with 88 respondents providing rankings, and 29 checking the box for "no preference".

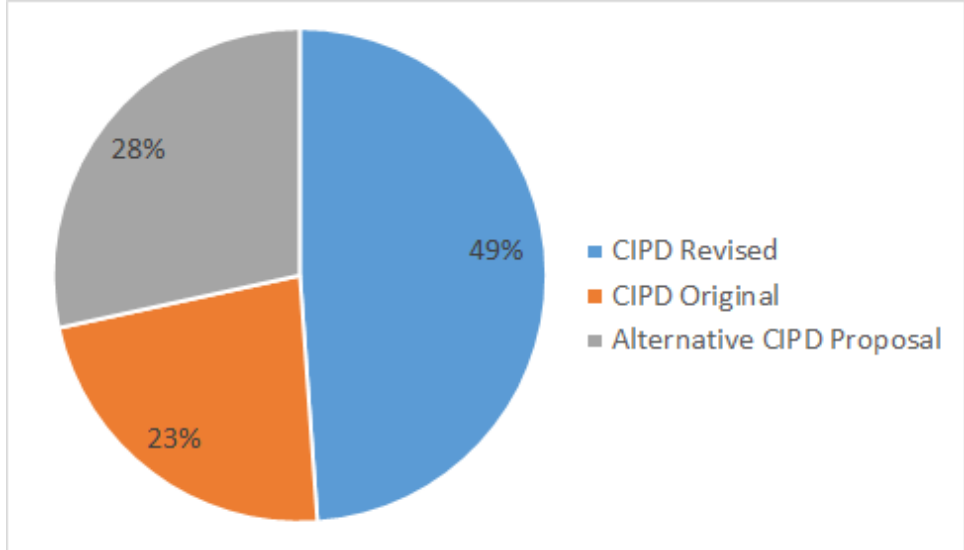
Of the faculty respondents, the majority (68%) were from non-tenured titles and therefore subject to peer observation. A breakdown of the academic titles of respondents is presented in Figure 9 below. Non-tenured faculty were more likely to choose "no preference" (29% to 16%), but the difference was not statistically significant.

Figure 9. Distribution of Respondent Academic Titles (n = 117)



In the first round of ranked choice voting, the most popular first choice was the CIPD Revised rating scale with almost half of those providing rankings choosing this option. Figure 10 presents a pie chart with the distribution of top choices. Non-tenured faculty were significantly less likely to choose the CIPD Original option as their first choice (16% to 36%; $p < 0.05$) and significantly more likely to choose the CIPD Revised option as their first choice (58% to 32%; $p < 0.05$). Non-tenured faculty were less likely to choose the Alternative CIPD option (26% to 32%), but the difference was not statistically significant.

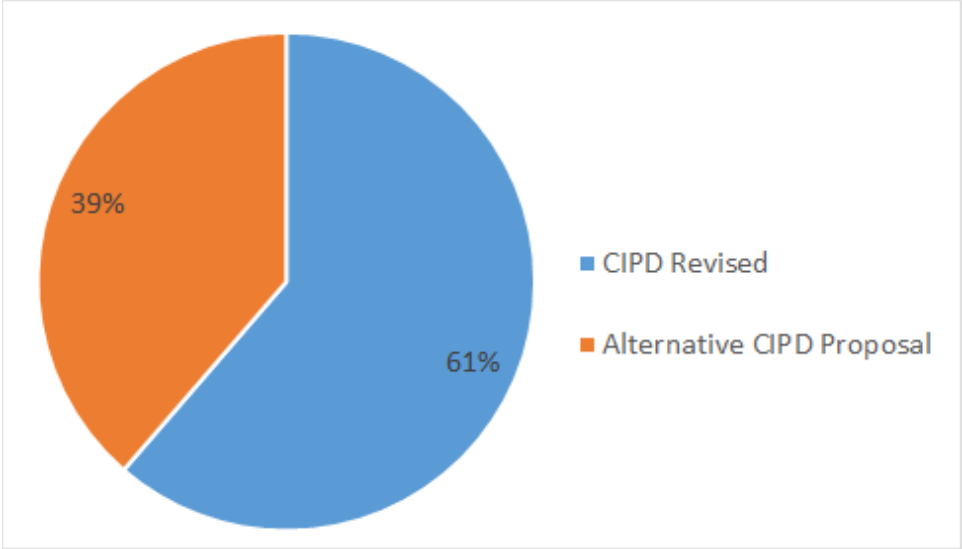
Figure 10. Percentage of Top Choice for each Rating Scale Option, First Round (n = 88)



In the second round of ranked choice voting, the least popular option is dropped if none of the choices has been chosen by the majority ($> 50\%$), and the second choice is counted for respondents that chose the least popular option as their first choice. In the first round of voting, the least popular choice was the CIPD Original option, so that option was dropped. After

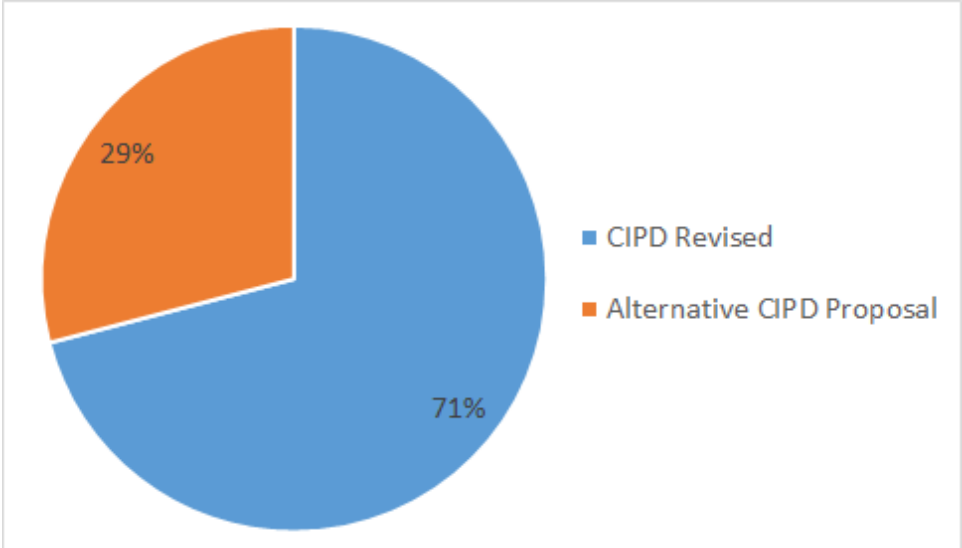
the second round of voting, the most popular top choice was still the CIPD Revised option with 61% support (see Figure 11).

Figure 11. Percentage of Top Choice for each Rating Scale Option, Second Round (n = 88)



If we add the number of faculty that had no preference and were willing to support the most popular choice to the total for the CIPD Revised option in the second round of ranked choice voting, the total support for that option is 71% per Figure 12.

Figure 12. Percentage of Support for each Rating Scale Option When Faculty with No Preference are Added to the Most Popular Choice, Second Round (n = 117)



Link to the Revised Teaching Observation Form

https://cuny907.sharepoint.com/:w:/s/Instructiona_ProfessionalDevelopmentCommittee/EWuPDXbzi0tLt-JnaRKZ0BgBHgRyy6VVVoCsKbOFYs6OYw?e=XngzhY

Thank You!

On behalf of the CIPD I am grateful to all the faculty who have participated in the 2021 and 2023 Surveys or have otherwise provided feedback!

Greet Van Belle, PhD

Chair, CIPD

Director, CTLET