

# Teaching Effectiveness Grant Criteria for the College of Education and Health Professions

In an effort to enhance teaching and learning in COEHP, the college is promoting inquiry into our teaching practice. The Teaching Effectiveness Committee Task Force is excited about this opportunity because we feel it can serve multiple professional purposes. These grants allow us to evaluate effectiveness of our programs, to create new ways of teaching, to assess our work and to conduct authentic reflective practices.

## **Eligibility:**

In order to receive the grant, an individual candidate or teaching team must be a current full-time employee of Columbus State University with a minimum of 50 percent of their contractual work load devoted to classroom teaching.

All past recipients of the Teaching Effectiveness Grant are eligible to apply, but priority will be given to those who have not received funding, depending on availability of funds.

The dean will make the final decision based on the committee recommendations.

All grants must follow the guidelines of a formal research endeavor in which the candidate:

- searches the existing literature to identify gaps regarding a specific instructional practice the candidate aims to implement in the classroom – **or** - begins with an examination of his or her teaching that identifies a problem or area of interest that warrants further investigation, and proceeds to a search of the literature;
- composes research questions with the goal of filling in the gaps in the current research knowledge or informing and improving his or her teaching;
- identifies a theoretical framework that will ground the research;
- collects and analyzes data that will help to answer the research questions.

A candidate and/or teaching team may apply for one or more of the following three teaching effectiveness grants:

## **Three Categories of Inquiry:**

### **1. Innovative Practices/Innovative Teaching**

The literature is replete with recommendations to make learning meaningful and impactful for undergraduate students specifically and students generally. Moreover, as we go through the day-to-day process of teaching, feedback from students may encourage novel approaches to structuring a course to better facilitate learning objectives.

This particular grant option encourages the investigation of innovative teaching practices. For example, the applicant might think big and develop an inquiry around a holistic restructuring of the course (as opposed to discrete activities). Creativity is highly valued. A candidate is required to attach a pedagogical approach for the course based upon a learning theory and assess the effectiveness of teaching practices. The assessment can be a qualitative and/or quantitative approach to inquiry.

## **2. Action Research**

Action research is a type of “teacher research” that allows candidates to systematically examine their instructional practices as a participant observer (Richardson, 1994, p.7). This type of research is conducted in order to understand and improve “perceived problems” in instructional practices (p. 7). The process of action research can be best understood as an iterative process that consists of making a plan, acting, observing, reflecting, revising the plan, acting, etc. (Kemmis & McTaggart, 1982). Kurt Lewin’s (1987) Action Research Approach is based on this iterative approach to research. The first step is to design a plan of action. This plan is developed by examining the literature on specific instructional practices that are underdeveloped in the knowledge of research. The plan is also developed by grounding the study in a theoretical framework. This provides a theoretical lens for the instructional approach. It is also at this stage where the candidate determines what data will be collected and how and when it will be collected. The next step is to act. Simply put, this involves putting the plan into action. Next, the teacher uses reflection to make changes or modifications to the plan. Then, the cycle is repeated as necessary in order to examine the effects of an instructional approach in the classroom in a way that allows for continuous change and improvement in the intervention (McCaugherty, 1991). In this way, candidates are able to demonstrate the effectiveness of a particular approach with students in their classrooms through an iterative research process.

## **3. Measuring Teacher Effectiveness (Berk, 2005)**

Assessing teaching effectiveness begins with a formative focus that aims to improve and shape the quality of our teaching, including the context in which we teach. The process recognizes professional collaboration, transparency in practices and reflective teaching, and includes collective inquiry and joint accountability or team-based accountability. It must include the quality of peer evaluators, established professional standards, and improved teacher performance assessment. The three main categories for measuring teacher effectiveness are student, peer and self-evaluation. These categories are based upon Berk’s (2005) 12 strategies for measuring teacher effectiveness. As part of the performance assessment it may include observations, video samples, valid rubrics, student surveys and/or interviews, student performance, learning outcome measures, reflections and portfolio evidence.

## **Procedures for Submission of the Grant Proposal**

Interested candidates should submit a three to five page summary that describes the type of grant and that supplies compelling rationale for funding. A proposal must include

- description of the problem
- brief literature review
- research question(s)
- type of inquiry
- data collection and analyses plan, and
- time line

**Due Date:**     **May 15 for Summer term**  
                      **September 1 for Fall term**  
                      **January 15 for Spring term**

**Note:** Submissions may be made prior to these dates for earlier approval and implementation of the study. It is recommended, in fact, that grants be submitted prior to the beginning of the term in which the study is to be conducted.

### **Additional Guidelines**

#### **Teaching Effectiveness Grants Committee**

The Teaching Effectiveness Grants Committee will be composed of at least one committee member from each department and a chair. If a member of the committee has a grant application to be reviewed, other members of the committee will conduct the review and make a recommendation on that application.

Applications that meet requirements will be forwarded to the dean (or designee) for final approval. If the acceptable applications exceed the funding available, some grants will be delayed until a later term.

#### **Funding**

An individual faculty member studying his or her own teaching and meeting the stated criteria will be awarded \$3,000.

An individual faculty member (serving as the Principal Investigator) and working with one or more additional faculty/investigators may apply for up to \$5,000 with adequate justification for the payment of up to \$2,000 for the additional investigator(s). The PI

may not earn more than \$3,000.

Funding will be awarded at the completion of the study when teaching effectiveness documentation has been submitted.

Documentation for funding will include information submitted in the proposal as well as the findings, analysis of results, and impact on teaching.

Faculty may not be awarded funding more the once a year.

## **Program Evaluation Grants**

Effective program evaluation can take place in a variety of ways, depending on the purpose of the inquiry. “Program evaluation refers to the thoughtful process of focusing on questions and topics of concern, collecting appropriate information, and then analyzing and interpreting the information for a specific use and purpose (Taylor-Powell, Steele, & Douglass, 1996).” This type of inquiry is conducted at the program level.

This category of inquiry accepts a range of purposes and methods. Program evaluation may include projects

- connected to accreditation at the unit or program levels,
- assessing student proficiency after graduation, or
- assessing general program effectiveness, such as whether the degree learning objectives have been met.

The committee recommends the booklet and worksheet posted at the University of Wisconsin’s Program Evaluation website as a guide. Both documents can be found at <http://www.uwex.edu/ces/pdande/evaluation/> along with other resources. The specific documents can be found at <http://learningstore.uwex.edu/assets/pdfs/G3658-1W.PDF> and <http://learningstore.uwex.edu/assets/pdfs/G3658-1.PDF>. Additionally, information on Teaching Effectiveness may be found on the COEHP website at [http://coehp.columbusstate.edu/teaching\\_effectiveness.php](http://coehp.columbusstate.edu/teaching_effectiveness.php)

### **Procedures for Submission of the Grant Proposal**

Interested candidates should submit a three to five page summary that describes the type of grant and that supplies compelling rationale for funding. A proposal must include

- description of the scope of the evaluation
- importance of evaluation to the program(s)
- data collection and analyses plan, and
- time line

**Due Date:     September 1 for Fall term**  
**January 15 for Spring term**

*12/8/2010 Teaching Effectiveness Committee Task Force  
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