Evidence for evaluating teaching comes from **instructors** (columns 2-6), **peers or observers** (columns 7-10) and **students** (columns 11-12).

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teaching Dimension** | C.V. | Syllabi | Sample course materials | Representation of student work | Reflection | Interview with instructor | Class observation | Review of student  materials | COPUS or other observation tool | Student surveys and comments | Letters from students |
| **Goals, content, and alignment**  *What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum?* |  | x | x |  | x | x | x | x |  | x | x |
| **Teaching practices**  *How is in-class and out-of-class time used? What assignments, assessments, and learning activities are implemented to help students learn?* |  | x | x |  | x | x | x | x | x | x | x |
| **Achievement of learning outcomes**  *What impact do these courses have on learners? What evidence shows the level of student understanding?* |  |  |  | x | x | x |  | x |  |  |  |
| **Class climate and student perceptions**  *What are the students’ views of their learning experience? How has student feedback informed the faculty member’s teaching?* |  | x |  |  | x |  | x |  |  | x | x |
| **Reflection and iterative growth**  *How has the faculty member’s teaching changed over time? How has this been informed by evidence of student learning?* |  | x | x | x | x | x |  |  |  |  |  |
| **Mentoring & advising**  *How effectively has the faculty member worked individually with UG or graduate students?* | x  (Student awards, achievements) |  |  |  | x | x |  | x |  |  | x |
| **Involvement in teaching service, scholarship, or community**  *In what ways has the instructor contributed to the broader teaching community, both on and off campus?* | x  (participation in teaching & learning committees) |  |  |  | x | x |  |  |  |  |  |

For summative evaluation, evidence should come from two or more sources for each dimension. For more information, see [the CTE website](https://cte.ku.edu/benchmarks-teaching-effectiveness).