### Organizes course content and activities around relevant, appropriate, and well-articulated goals

- Course goals are well-articulated, high quality, relevant to all students, and clearly connected to program or curricular goals.
- Content is challenging and innovative or related to current issues and developments in field.
- Topics are well-integrated and of appropriate range and depth.
- Materials are high-quality, well-aligned with course goals.
- Course materials reflect diverse perspectives and promote critical reflection on these diverse perspectives.

### Uses inclusive and effective teaching practices that support learning in all students

- Courses are well-planned and integrated, and reflect commitment to providing meaningful assignments and assessments.
- Uses inclusive and effective or innovative methods known to support learning among all students.
- In- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts.
- Students show high levels of engagement.
- Assessments and assignments are varied and allow students to demonstrate knowledge through multiple modalities.

### Creates a motivating and inclusive class climate

- Climate fosters motivation, belief in one’s abilities and ownership of learning.
- Instructor models inclusive language and behavior.
- Student feedback on teacher accessibility and interaction is generally positive.
- Instructor seeks and is responsive to student feedback.

### Consistently attends to student learning and uses it to inform teaching

- Standards for evaluating understanding are clear and connected to program, curriculum, or professional expectations.
- Uses formal and informal assessments to gauge student achievement of desired outcomes.
- Learning supports success in other contexts (e.g., subsequent courses or relevant non-classroom venues).
- Instructor makes efforts to support learning among all students (e.g., examining possible inequities in performance across groups and making adjustments).

### Develops teaching over time, in response to student performance, feedback, and professional learning

- Regularly adjusts teaching based on reflection on student learning, within or across semesters.
- Examines student performance after making adjustments.
- Seeks to improve student achievement of learning goals in teaching or improved equity in outcomes based on past course modifications.

### Demonstrates exceptional quality and time commitment to mentoring and advising

- Establishes clear expectations for students and mentor.
- Supports student development through coaching and timely, constructive feedback.
- Connects students to opportunities (e.g., networking, advocacy).
- Is available and provides emotional support and encouragement.

### Makes positive contributions to the broader teaching community, both on and off campus

- Consistently positive contributions to teaching and learning culture in department or institution (e.g., curriculum committees, program assessment, co-curricular activities).
- Regular engagement with peers on teaching (e.g., teaching-related presentations or workshops, peer reviews of teaching).
- Presentations or publications to share practices or results of teaching.
- Scholarly publications or grant applications related to teaching.

### Where to look

- **Instructor:** Syllabus (course goals), sample materials (rubrics, assignment sheets, readings), instructor narrative.
- **Peers:** Peer review, program or curriculum map or other documentation.
- **Students:** Student survey of teaching, instructor-gathered feedback.