

What it looks like

Where to look



Goals, Content and Alignments

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

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



Teaching Practices

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

Instructor: Syllabus/schedule, sample class activities, assignments and lesson plans, example feedback on student work, Instructor narrative

Peers: Peer review, COPUS or other observation tool or protocol

Students: Student survey of teaching, instructor-gathered feedback



Class Climate

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

Instructor: Syllabus, sample class activities and lesson plans, instructor narrative, reflections on student feedback

Peers: Peer observation, Peer review

Students: Student survey of teaching, instructor-gathered feedback



Achievement of Learning Outcomes

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)

Instructor: Sample assessments and rubrics, student work samples, summary or analysis of student performance, instructor narrative

Peers: Peer review

Students: Student Survey of Teaching, instructor-gathered feedback and student reflection or self-assessment of learning



Reflection and Iterative Growth

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

Instructor: Syllabi and course materials highlighting changes in course, evidence of changes in student achievement, instructor narrative

Peers: Peer review

Students: Changes in student feedback



Mentoring and Advising

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

Instructor: Instructor statement, CV (# of student mentees and status, service on student committees, letters of recommendation or nomination of students for awards, scholarship with student collaborators)

Students: Letters or surveys from student advisees



Involvement in Teaching Service, Scholarship or Community

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

Instructor: CV (internal or external workshops, presentations, articles, media, grants; participation in communities or development opportunities), teaching committees, involvement in experiential learning or co-curricular activities

Public Artifacts: Publications or other public repositories of teaching practices or results

