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| ***(revised June 2024)*** | **Developing** | **Proficient** | **Expert** |
| **Goals, content, and alignment**  *What are students expected to learn? Are course goals appropriate? Is content aligned with the curriculum? Does content represent multiple perspectives?* | * Course goals are not articulated, or are unclear, inappropriate or marginally related to curriculum * Content and materials are outdated or unsuitable for students in the course * Range of topics is too narrow or too broad * Content is not clearly aligned with curriculum or institutional expectations | * Course goals are articulated and appropriate for curriculum * Content is current and appropriate for topic, students, and curriculum * Course topics have appropriate range * Standard, intellectually sound materials * Course materials reflect multiple viewpoints in the field | * 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 * High-quality materials, well-aligned with course goals * Course materials reflect multiple perspectives in the field and promote meaningful reflection on them |
| **Teaching practices**  *How is in-class and out-of-class time used? What assignments, assessments, and learning activities are implemented to help students learn? Are students engaged in the learning process?* | * Courses are not sufficiently planned or organized * Practices are not well-executed and show little development over time * Students lack opportunities to practice critical skills embedded in course goals * Student engagement is generally low * Assessments and assignments are at inappropriate difficulty level or not well-aligned with course goals | * Courses are well-planned and organized * Standard course practices; follows conventions of discipline and institution * There are opportunities for practice or feedback on skills or concepts embedded in course goals * Practices elicit student engagement * Assessments/assignments are appropriately challenging and tied to course goals | * Courses are well-planned and integrated, and reflect commitment to providing meaningful assignments and assessments * Uses effective or innovative methods to support learning in all students * In- and out-of-class activities consistently provide opportunities for practice and feedback on important skills and concepts * Practices foster high levels of active engagement among students * Assessments and assignments are varied and allow students to demonstrate knowledge through multiple modalities |
| **Class climate**  *What sort of climate for learning does the instructor create? What are students’ views of their learning experience and how has this informed teaching?* | * Class climate discourages student motivation or self-efficacy * Does not effectively create a respectful or welcoming learning environment * Consistently negative student reports of teacher accessibility or interaction skills * Little attempt to address concerns voiced by students | * Class climate promotes student motivation * Fosters a respectful learning environment * No consistently negative student ratings of teacher accessibility or interaction skills * Instructor articulates some lessons learned through student feedback | * Climate promotes motivation, self-efficacy, ownership of learning * Instructor models welcoming language and behavior * Fosters a respectful and open learning environment that promotes student-student and student-teacher dialogue * Student feedback on teacher accessibility and interaction is generally positive * Instructor seeks and is responsive to student feedback |
| **Achievement of learning outcomes**  *What impact do courses have on learners? What is the evidence of student learning? Are there efforts to support achievement in all students?* | * Insufficient attention to student understanding; quality of learning is not described or analyzed with clear standards * Evidence of inadequate learning without clear attempts to improve * Quality of learning is insufficient to support success in other contexts | * Standards for evaluating the quality of student understanding are clear and generally meet department expectations * Attends to student achievement through formal and informal assessments * Some use of student learning evidence to inform teaching | * Standards for evaluating understanding are clear and connected to program, curriculum, or professional expectations * Consistently attends to student learning, uses it to inform teaching * Efforts to support learning in all students through examination of student performance * Quality of learning supports success in other contexts(e.g., subsequent courses or relevant non-classroom venues) |
| **Reflection and iterative growth**  *How has the instructor’s teaching changed over time? How has this been informed by student learning evidence?* | * Little or no indication of having reflected upon or learned from prior teaching, evidence of student learning, or peer or student feedback * Little or no indication of efforts to develop as a teacher despite evidence of need | * Continued competent teaching, possibly with minor reflection based on input from peers and/or students * Articulates some lessons learned or changes informed by prior teaching, student learning, or feedback | * Regularly adjusts teaching based on reflection on student learning and other feedback, within or across semesters * Examines student performance after adjustments * Reports improved student achievement of learning goals or other student outcomes based on past teaching modifications |
| **Mentoring & advising**  *How effectively has the instructor worked individually with UG or grad students?* | * No indication of effective advising or mentoring (but expected in department) | * Some evidence of effective advising and mentoring *(define as appropriate for discipline)* | * Evidence of exceptional quality and time commitment to advising and mentoring *(define as appropriate for discipline)* |
| **Involvement in teaching service, scholarship, or community**  *How has the instructor contributed to the broader teaching community, both on and off campus?* | * Little or no evidence of positive contributions to teaching and learning culture in department or institution * Little or no interaction with teaching community * Practices and results of teaching are not shared with others | * Some positive contributions to teaching and learning culture in department or institution * Some engagement with peers on teaching * Has shared teaching practices or results with others (e.g., presentation, workshop, essay) | * 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 with multiple audiences * Scholarly publications or grant applications related to teaching |