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| ***(revised Oct 2020)*** | **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 diverse 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* Content and materials are outdated or unsuitable for students in the course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
* Content does not reflect diverse perspectives
 | * 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 diverse perspectives
 | * 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 diverse perspectives and promote critical reflection on these diverse perspectives
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| **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
* Students have some opportunities to practice skills embedded in course goals
* Students are consistently engaged
* 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 inclusive and effective or innovative methods to support learning in 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
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| **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 does not promote respect or sense of belonging among all students
* Class climate discourages student motivation or self-efficacy
* Consistently negative student reports of teacher accessibility or interaction skills
* Little attempt to address concerns voiced by students
 | * Class climate is inclusive and promotes respect
* Class climate encourages student motivation
* No consistently negative student ratings of teacher accessibility or interaction skills
* Instructor articulates some lessons learned through student feedback
 | * Class climate is respectful, open, and inclusive; promotes both student-student and student-teacher dialogue.
* Climate fosters motivation, self-efficacy, 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
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| **Achievement of learning outcomes***What impact do courses have on learners? What is the evidence of student learning? Are there efforts to make achievement equitable?* | * Insufficient attention to student understanding; quality of learning is not described or analyzed with clear standards
* Evidence of inadequate learning or inequities in 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
* Student learning meets dept. expectations
* Some use of evidence of student learning to inform teaching
* Quality of learning is not a barrier to success in other contexts
 | * Standards for evaluating understanding are clear and connected to program, curriculum, or professional expectations
* Consistently attends to student learning, uses it to inform teaching
* Quality of learning supports success in other contexts(e.g., subsequent courses or relevant non-classroom venues)
* Efforts to support learning in all students by examining possible inequities in performance across groups and making adjustments
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| **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, within or across semesters
* Examines student performance following adjustments
* Reports improved student achievement of learning goals and/or improved equity in outcomes based on past course modifications
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| **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)*
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| **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
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