TEACHING EFFECTIVENESS FRAMEWORK

Evidence Alignment with Teaching Effectiveness Framework Domains for Annual Review Goal Setting

Demonstrate annual teaching goal attainment by collecting evidence from three different data sources.

TEF Domain	Self	Student	Other	Not Recommended
Instructional Strategies	• Self-Reflection using Teaching Effectiveness Framework • Examples of course improvements that have been implemented • Review the *Instructional Practices* section on the Inclusive Pedagogy Inventory from the CDHE Toolkit	• Course survey • Instructional Strategies module on course survey • Other student feedback • Discipline concept inventories • Assessment data	• Peer observation • Instructional Strategies form from TILT Teaching Squares • Teaching Practices Inventory (TPI) • Additional self or student evidence	• Peer review of course materials (syllabus, assignments, exams, etc.) • Teaching portfolio (not intended for annual review, use for promotion purposes)

Inclusive Pedagogy	• Examine own implicit bias using tools from the CDHE Toolkit
	  • *Inclusive Pedagogy Inventory*
	  • *Examining Your Own Identity* activity
	• Self-Reflection using Teaching Effectiveness Framework
	• Examples of course improvements that have been implemented for the Inclusive Pedagogy domain
		• Course survey
		• Inclusive Pedagogy module on course survey
		• Other student feedback
			• Peer observation
			  • Instructional Strategies form from TILT Teaching Squares
			• Teaching Practices Inventory (TPI) (pre & post self-assessment)
			• Additional self or student evidence
				• Peer review of course materials (syllabus, assignments, exams, etc.)
				• Teaching portfolio (not intended for annual review, use for promotion purposes)

Feedback & Assessment	• Self-Reflection using Teaching Effectiveness Framework • Examples of course improvements that have been implemented related to the Feedback and Assessment domain • Review the *Instructional Practices* section on the Inclusive Pedagogy Inventory from the CDHE Toolkit	• Course survey • Feedback & Assessment module on course survey • Other student feedback related to feedback and assessment • Discipline licensing exam	• Peer observation • Feedback & Assessment form from TILT Teaching Squares • Teaching Practices Inventory (TPI) (pre & post self-assessment) • Additional self or student evidence	• Peer review of course materials (syllabus, assignments, exams, etc.) • Teaching portfolio (not intended for annual review, use for promotion purposes)

Classroom Climate	• Review the *Instructor-Student Interactions* and *Student-Student Interactions* sections on the Inclusive Pedagogy Inventory from the CDHE Toolkit • Self-reflection using Teaching Effectiveness Framework • Examples of Classroom Climate techniques implemented (TILT website) and observed results • First Four Weeks (FFW) inventory	• Course survey • Classroom Climate module on course survey • Other student feedback related to classroom climate	• Peer observation • Classroom Climate form from TILT Teaching Squares • Additional self or student evidence	• Peer review of course materials (syllabus, assignments, exams, etc.) • Teaching portfolio (not intended for annual review, use for promotion purposes)

Student Motivation	• Review the *Instructor-Student Interactions* and *Instructional Strategies* sections on the Inclusive Pedagogy Inventory from the CDHE Toolkit
	• Self-Reflection using Teaching Effectiveness Framework
		• Course survey
		• Student Motivation module on course survey
		• Other student feedback related to student motivation
			• Peer observation
			  • Student Motivation form from TILT Teaching Squares
			  • COPUS
			• Teaching Practices Inventory (TPI) (pre & post self-assessment)
			• Additional self or student evidence
				• Peer review of course materials (syllabus, assignments, exams, etc.)
				• Teaching portfolio (not intended for annual review, use for promotion purposes)

Pedagogical Content Knowledge	• Self-reflection using Teaching Effectiveness Framework • Examples of course improvements related to pedagogical content knowledge • Teaching Portfolio – demonstrating progression of development of course content or content related to teaching techniques (not intended for annual review, use for promotion purposes)	• Course survey • Pedagogical Content Knowledge module on course survey • Other student feedback related to pedagogical content knowledge	• Peer observation • Pedagogical Content Knowledge form from TILT Teaching Squares • Additional self or student evidence	• Peer review of course materials (syllabus, assignments, exams, etc.)
Curriculum/ Curricular Alignment	• Review the *Content* section on the Inclusive Pedagogy Inventory from the CDHE Toolkit • Self-reflection using Teaching Effectiveness Framework • Examples of Curriculum/ Curricular Alignment techniques implemented and observed results	• Course survey • Curriculum/Curricular Alignment module on course survey • Other student feedback related to curriculum/ curricular alignment	• Peer observation • Curriculum/Curricular Alignment form from TILT Teaching Squares • Peer review of teaching materials • Additional self or student evidence	• Peer observation (COPUS) • Teaching portfolio (not intended for annual review, use for promotion purposes)
Resources	**CDHE Toolkit:** Colorado Department of Higher Education Equity Toolkit http://masterplan.highered.colorado.gov/equitytoolkit/equity-toolkit/ **COPUS:** Classroom Observation Protocol for Undergraduate STEM http://www.cwsei.ubc.ca/resources/tools.htm **TPI:** Teaching Practices Inventory http://www.cwsei.ubc.ca/resources/tools.htm			