**Course(s) Related to Teaching Goal:** Click or tap here to enter text.

**Years Teaching:** Choose an item.

**Number of Courses Taught to Date:** Choose an item.

Teaching Effectiveness includes proficiencies in ***1) motivating students***; 2) tailoring ***instructional strategies*** and presentation of material to actively engage students in critical thinking and learning; 3) cultivating a challenging, inclusive, and supportive ***class climate*** that effectively prompts students to pursue learning outcomes; 4) promoting substantive exchange and ***inclusive pedagogy***; 5) ***aligning curriculum, assignments, and assessments*** with course objectives; 6) applying ***pedagogical content knowledge*** to instructional decisions and 7) providing ***frequent feedback and assessments***. Use these proficiencies explained in more detail on the [*Teaching Effectiveness Framework*](https://tilt.colostate.edu/wp/wp-content/uploads/2021/08/FrameworkForDevelopingTeachingEffectiveness.pdf) to determine your current level of teaching effectiveness and to set a teaching goal.

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| Part I. Identify Strength, Goal, Achievement Plan, Measurement Plan | | |
| **Instructor: This form is meant to be a summary of your strengths, goal(s), plans, and evidence of teaching effectiveness for the year; it is recommended to be 1 – 2 pages in length with attachments and/or links to evidence and other documentation.** | | **Reviewer Comments:** |
| **Strengths** | **Teaching Strengths:** What do you feel good about as a teacher? What do you know you do well?  Click or tap here to enter text.  **With which domain of the** [**Teaching Effectiveness Framework**](https://tilt.colostate.edu/wp/wp-content/uploads/2021/08/FrameworkForDevelopingTeachingEffectiveness.pdf) **do these strengths most closely align?**  Click or tap here to enter text.  **How can you envision sharing these teaching strengths with your colleagues*?*** *(i.e. Lunch and Learn, lead a discussion group during a staff meeting, form a professional learning committee, email teaching tips, create a google doc to share tips, mentor a colleague)*  Click or tap here to enter text. | Click or tap here to enter text. |
| **Planning** | **Teaching Effectiveness Goal**: To establish your goal, focus on growth. Write a goal that is specific, measurable, attainable, relevant and rigorous (but realistic) and time bound. Consider these questions in relation to the goal: Where am I in skills, dispositions, knowledge? How much growth is realistic in one year? How will I achieve this growth?  Click or tap here to enter text.  **With which domain of the** [**Teaching Effectiveness Framework**](https://tilt.colostate.edu/wp/wp-content/uploads/2021/08/FrameworkForDevelopingTeachingEffectiveness.pdf) **does your goal most closely align?**  Click or tap here to enter text. | Click or tap here to enter text. |
| **Rationale for goal:** Why did you choose this goal? How does the goal draw on evidence-based practices, student or peer feedback, self-reflection, and/or other resources? How will it improve student success?  Click or tap here to enter text. | Click or tap here to enter text. |
| **Action Plan:** What specific steps and/or combination of steps will you take to achieve your goal? Examples: attend disciplinary workshops or other [professional development on teaching practices](https://tilt.colostate.edu/Events/List); join a [TILT-sponsored peer observation group](https://tilt.colostate.edu/wp/prodev/teaching-squares/); solicit feedback from students, peers, or a mentor; study and implement effective teaching practices. | Click or tap here to enter text. |
| Click or tap here to enter text. |  |
| **Measurement Plan:** How will you gauge progress toward your goal? Examples: ask students’ feedback on new instructional strategies; identify changes in student outcomes; request peer observation and input; analyze your strategies by reviewing a video of your teaching; systematically note students’ body language, energy, and engagement.  Click or tap here to enter text. | Click or tap here to enter text. |
| Part II. Reflect, Collect Evidence (Complete after goal achievement) | | |
| **Evidence** | **Evidence of progress toward goal and of impact on student success:** Attach and explain evidence of your progress toward your goal in the year being evaluated and how this progress builds from previous years’ efforts. Evidence might include curriculum samples, student work, student feedback, peer feedback, student assessment samples, or student success data.  **Evidence of Instructor Progress Toward Goal:**  Click or tap here to enter text.  **Evidence of Impact on Student Success:**  Click or tap here to enter text. | Click or tap here to enter text. |