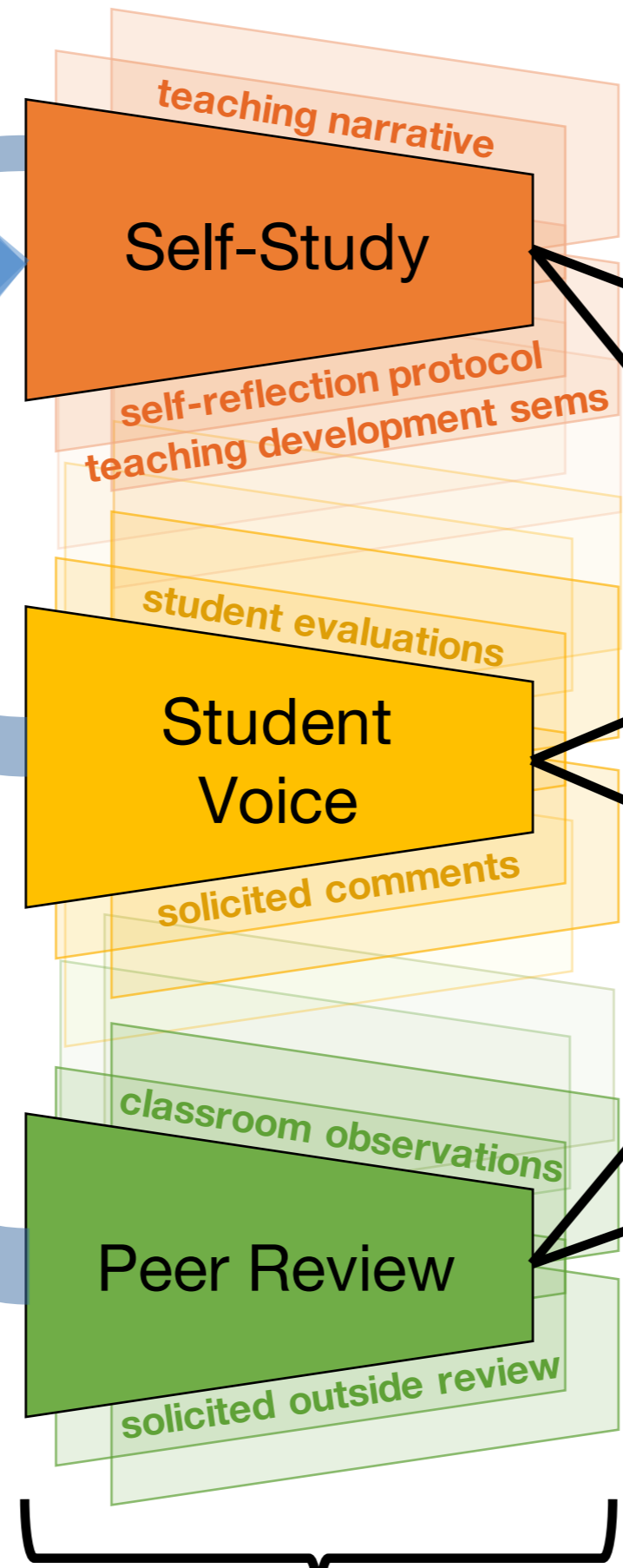


Design rubric based on 7 components of effective teaching

	Entry into Teaching <i>Requires Improvement (1)</i>
Goals, Content, Alignment <i>What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum?</i>	Goals/content inappropriate, not aligned w/ curriculum, institutional expectations Content outdated/unsuitable Range/depth/treatment of topics is too narrow or broad
Preparation for Teaching <i>Content Knowledge; Pedagogical Knowledge (i.e. teaching generally and teaching subject material); Classroom mechanics prep (e.g. grading, activities, tech, etc).</i>	Limited knowledge of content/teaching methods Insufficient materials prep Inadequate class mechanics
Methods/Teaching Practices <i>What assignments, assessments, & learning activities are implemented? Are methods appropriate for environment & aligned for population (inclusive ed, course level) & goals?</i>	No rationale for methods; no instructional design Practices not well executed; little methods development Student engagement is variable or absent
Presentation & Student Interaction <i>What are students' views of the learning experience? How has student feedback informed the teaching? Are methods implemented effectively? Are students supported?</i>	Class climate discourages motivation/engagement Negative reports of instructor accessibility/interaction Little attempt by instructor to address feedback
Student Outcomes <i>What impact do these courses have on learners? What evidence shows the level of student understanding? Are measures of learning (shift in student performance as a result of class/instruction) aligned w/ goals?</i>	Poor measures of student learning, do not match goals; no effort to improve learning Low understanding/skill required, poor learning Poor course-level outcomes (e.g. retention, interest, etc)
Mentorship & Advising <i>How effectively has the faculty member worked individually with undergrad or grad students?</i>	Ineffective advising Discourages independent work Does not define goals/scope
Reflection, Development, Teaching Service/Scholarship <i>How has the faculty member reflected on/improved their teaching, sought prof. development, and contributed to the teaching community?</i>	Little reflection/learning from prior teaching or feedback Little professional development (PD) Does not contribute to dept/teaching community

Formative Assessment



Use rubric for summative assessments

Tenure, Reappointment, Promotion Processes

Merit Process

Summative Assessment

Align multiple measures from 3 voices of assessment to rubric

Improved Evaluation System

The Teaching Quality Framework (TQF) Initiative Framework for Improved Evaluation. In an ideal evaluation system, a rubric grounded in scholarship around higher education, teaching and learning, and teaching evaluation should be utilized throughout the process. Multiple measures from multiple voices are used to collect data that align with the rubric; these measures are used for formative/developmental purposes in addition to summative assessment. The rubric is also used as a scoring metric for summative assessment processes. The full TQF assessment rubric can be found at: https://www.colorado.edu/teaching-quality-framework/TQF_Assessment_Rubric_Draft. More information about the TQF project can be found at <https://www.colorado.edu/teaching-quality-framework/>. See also <http://teval.net/> for information about the broader NSF-funded multi-institutional teaching evaluation project.

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