UMass Teaching Evaluation Template (TEval Project)

Dimensions of Teaching (descriptors are inclusive but not exhaustive)	• Required • Optional or • Not Applicable	1st Evidence Type* (REQUIRED)	2nd Evidence Type* (REQUIRED)	3rd Evidence Type* (OPTIONAL)	DEMONSTRATED LEVEL			Discussion of Evaluation by Committee for this Dimension
					Developing	Proficient	Expert	
Goals, content, and alignment. • Goals for student learning and skill-development are established and are at appropriate level for the course and the students expected to take it. • These learning goals are well-articulated to students. • The course goals are clearly connected to program or curricular goals • Content is challenging and innovative or related to current issues and developments in the field. • Topics are of appropriate range and depth, with integration across topics. • The instructor includes high quality materials that are well-aligned with the learning and skill-development goals for the course. • Assessments are varied and an well-aligned with learning goals.					☐	☐	☐	
Teaching practices. • Activities are well planned, integrated, and reflect commitment to providing meaningful assignments and assessments. • Uses effective, high-impact or innovative methods to improve students' understanding and support their learning. • In- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts. • Efforts are demonstrated to support learning in all students. • Teaching practices result in high levels of student engagement.					☐	☐	☐	
Achievement of learning outcomes. • Standards for evaluating student understanding are connected to program or curriculum expectations. • Standards are well-communicated to students. • Multiple forms of assessment are used. • Level of learning supports success in other contexts (e.g., subsequent courses), or is increasing over successive offerings.					☐	☐	☐	
Classroom culture and student perceptions. • Evidence that classroom climate is respectful, cooperative, and civil. • Evidence that classroom climate encourages motivation and engagement. • Instructor is accessible and interacts well with students. • Students perceive that they are learning important skills or knowledge.					☐	☐	☐	
Mentoring and advising. *(Undergraduate or graduate students)* • Evidence of quality and time commitment to advising and mentoring *(define as appropriate for the discipline).*					☐	☐	☐	

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Reflection and iterative growth. *How has the faculty member's teaching changed over time? How has this been informed by evidence of student learning?* • Evidence that instructor is responsive to, and reflective on, student feedback in the short- and long term. • Regularly makes adjustments to teaching/mentoring practice based on reflections on student learning, within or across semesters. • Re-examines student performance following adjustments. • Improved student achievement of learning goals based on modifications to teaching/mentoring practices.				☐ ☐ ☐	
Involvement in teaching service, scholarship, or community. *In what ways has the instructor contributed to the broader teaching community, both on and off campus?* • Engagement with peers on teaching (e.g., teaching-related presentations or workshops) • External presentations • Publications to share practices or results of teaching or educational activities • Scholarly publications or grant applications related to teaching				☐ ☐ ☐	

A single form of evidence may be used across multiple dimensions. However, at least two different forms of evidence must be applied for each dimension.

Forms of Evidence:

A: information on syllabus

B: course materials created by instructor

C: description by instructor

D: observation of teaching by a third party

E: examples of student work
F: anonymous survey of students
G: other forms of student feedback - focus groups, letters, interviews, etc., collected independently of instructor
H: existing records of faculty activities
I: input by external parties familiar with the work, collected by department in collaboration with the instructor

Name of faculty member being reviewed: Date (mm/dd/yy):

Title of faculty member being reviewed: Department:

Name(s) of Reviewer(s):