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.

<table>
<thead>
<tr>
<th>TEF Domain</th>
<th>Self</th>
<th>Student</th>
<th>Other</th>
<th>Not Recommended</th>
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</thead>
</table>
| 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) |
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| **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                                                      | • Peer observation                                                                                     | • Peer review of course materials (syllabus, assignments, exams, etc.)  
  • Student Motivation module on course survey                                         | • Teaching portfolio (not intended for annual review, use for promotion purposes) |
| **Pedagogical Content Knowledge** | • Self-reflection using Teaching Effectiveness Framework                  | • Course survey                                                      | • Peer observation                                                                                     | • Peer review of course materials (syllabus, assignments, exams, etc.)  
  • Examples of course improvements related to pedagogical content knowledge         |                                                                                                                          |
| **Curriculum/Curricular Alignment** | • Review the *Content* section on the Inclusive Pedagogy Inventory from the CDHE Toolkit  
  • Self-reflection using Teaching Effectiveness Framework                  | • Course survey                                                      | • Peer observation                                                                                     | • Peer observation (COPUS)  
  • Examples of Curriculum/ Curricular Alignment techniques implemented and observed results | • Teaching portfolio (not intended for annual review, use for promotion purposes) |
  COPUS: Classroom Observation Protocol for Undergraduate STEM [http://www.cwsei.ubc.ca/resources/tools.htm](http://www.cwsei.ubc.ca/resources/tools.htm)  
  TPI: Teaching Practices Inventory [http://www.cwsei.ubc.ca/resources/tools.htm](http://www.cwsei.ubc.ca/resources/tools.htm) |                                                                                       |                                                                                                           |                                                                                                         |