

Framework for Developing Teaching Effectiveness



Effective teaching is the intentional design and implementation of teaching practices that support student achievement of course-level learning outcomes. At the department level, desired outcomes of university students include mastery of material, course completion, appreciation of the general value of the field, and intellectual interest of the field. Meaningful measures of teaching equality must separate out the impact of the instructor from the many other factors that affect the attainment of educational outcomes. The complexity of developing teaching effectiveness is reflected in the depth of the seven criteria in this framework. Since teaching is a developmental process that takes time, experience, reflection, goal-setting, and support, this framework is intended to be used as a **supportive** and **self-reflective** tool to improve teaching effectiveness and student success. This framework encourages instructors to find their own path to teaching effectiveness. **This document is not intended to be used as an evaluative tool.** NOTE: 👤👤👤 indicates an inclusive teaching practice.

	Evidence	Advanced	Proficient	Developing	Emerging
<p>Curriculum/ Curricular Alignment</p> <p>The curriculum and corresponding instruction is most effective when it intentionally provide links between learning objectives, assignments, activities, and assessments – and encourages students to think critically about the application of content to both the broader discipline and the world.</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> Objectives are specific, measurable, and integrated into instruction 	All learning objectives are measurable and require evidence of critical thinking and abilities appropriate to the course level.	Most learning objectives are measurable and require evidence of critical thinking and abilities appropriate to the course level.	Some learning objectives are measurable and require evidence of critical thinking and abilities appropriate to the course level; others need specificity	Learning objectives require more specificity to be measurable and/or require evidence of critical thinking and abilities appropriate to the course level.
	<p>Course Alignment</p> <ul style="list-style-type: none"> Alignment between learning objectives, course materials, assessments, and other course content Alignment within the broader discipline Alignment with relation to the greater community/ world 	Connections between objectives, course materials, and assessments are an intentional and consistent aspect of class. The instructor provides clear guidelines and frequent opportunities for students to make connections within the course, the broader discipline, and the world.	Connections between objectives, course materials, and assessments are intentional. The instructor provides clear guidelines and some opportunities for students to make connections within course content and across courses.	Connections between objectives, course materials, and assessments are in the syllabus but not an intentional or consistent aspect of class. The instructor occasionally provides opportunities for students to make a connection within course content.	Connections between objectives, course materials, and assessments are inconsistent and unclear. The instructor attempts to provide an opportunity for students to make connections within course content but connections need development.
	<p>Curricular Materials</p> <ul style="list-style-type: none"> Variety of assessments and curricular materials. Representation and use of materials from scholars from minoritized groups. 	Intentional variety is incorporated into the majority of assignments and assessments. Wide and purposeful use of materials outside the text – with good representation from scholars from minoritized groups.	Intentional variety in several of assignments and assessments. Several curricular materials outside the text -- with a few from scholars in the field from minoritized groups.	Minimal variety of assignments and assessment type. A few curricular materials outside the text -- with a few from scholars in the field from minoritized groups.	No variety in assignments and assessment type. Awareness of the need of a variety of materials outside the text; planned use of materials from scholars from minoritized groups in an upcoming course.
<p>Learning Objectives/Outcomes</p> <ul style="list-style-type: none"> Use Bloom's or Fink's Taxonomy to write learning outcomes Write clear and measurable learning outcomes Write outcomes that align with the course level Design activities where students make connections between content and student learning outcomes 			<p>Syllabus</p> <ul style="list-style-type: none"> Design a student-centered syllabus 👤👤👤 Provide a visual map of the course, including alignment of objectives to assessments Use the syllabus as a teaching and student reflection tool Make sure your syllabus is accessible to all learners 👤👤👤 		
<p>Course Alignment</p> <ul style="list-style-type: none"> Use Backwards Design to align all course content, assignments, and assessments Align assessments, assignments, and class activities with student learning outcomes Align rigor of class activities, discussions, clickers questions, etc. with rigor of exams Share course alignment with students 👤👤👤 Provide frequent opportunities for students to make connections within the course, the broader discipline, and the world 👤👤👤 			<p>Inclusive Curriculum Design 👤👤👤</p> <ul style="list-style-type: none"> Create content that deliberately reflects the diversity of contributors to the field Use visuals, examples, analogies, and humor that do not reinforce stereotypes but do include diverse people or perspectives to ensure inclusivity Consider the needs of a wide range of learners. Visit the CSU Accessibility by Design website Make sure textbooks with an online component are accessible for users of assistive technology 		

	Evidence	Advanced	Proficient	Developing	Emerging
Classroom Climate Classroom climate refers to the intellectual, social, emotional, and physical environment in which students learn. It is the responsibility of the instructor to intentionally create a safe space to foster a community of diverse learners.	Welcoming Space/Sense of Belonging <ul style="list-style-type: none"> Instructional techniques that build safety and community for all students 	Institutes teaching practices that foster CSU Principles of Community and create an immediate sense of community for all learners – one that is safe, challenging, supportive and engaged.	Employs several teaching practices that foster CSU Principles of Community and create a challenging, safe, supportive, mostly engaged classroom.	The instructor periodically attempts teaching practices that build and reinforce CSU Principles of Community throughout the semester.	Attempts teaching practices that build community mostly during the first week of class.
	Instructor-Student Rapport <ul style="list-style-type: none"> Frequency of opportunities for participation Expectation of participation 	Teaching practices promote curiosity, critical thinking, intrinsic motivation, and participation from all students throughout the semester.	Teaching practices promote curiosity, critical thinking, intrinsic motivation, and participation from most students throughout the semester.	Students are encouraged to participate and some attempt is made to keep them engaged.	Individual participation is encouraged by the occasional asking of questions. Student responses may/may not be required.
	Student-Student Rapport <ul style="list-style-type: none"> Frequency and quality of student-student interaction 	The instructor recognizes and takes action to mitigate implicit bias of classroom interactions and brings this awareness to students. All students engage with and support each other on a regular basis – with and without prompting from the instructor.	The instructor recognizes and takes action to mitigate implicit bias of classroom interactions. Many students engage with and support each other on a regular basis – with and without prompting from the instructor.	The instructor recognizes and seeks resources to take action to mitigate implicit bias of classroom interactions. Some students engage with and support each other; some students engage only with prompting from instructor; some do not engage with others at all.	The instructor is beginning to recognize implicit bias that affect classroom interactions. Most students generally do not engage with each other about course content. The instructor does little to promote student-student engagement.

Welcoming Space & Sense of Belonging 🧑🧑🧑

- [Believe in students](#) – that they can succeed; communicate this with them
- Learn students' names and pronounce them correctly – use name tents in large classes
- Instructor/students [create class norms](#) and establish a system to adhere to them
- Connect the content to the lived experiences of all students
- Add a diversity statement to your syllabus
- Honor students' identities and cultures
- Incorporate Principles of Community into your class
- [Check for student understanding](#)/reteach if necessary
- [Create an inclusive environment](#)
- [Be vulnerable](#); tell students when you don't know something, and find out for next class
- Do not ask individuals to speak for an entire group of people
- Make content accessible for all learners
- Tell students outright that they *belong*

Instructor-Student Rapport

- Make time to answer student questions/create a system where all students ask questions 🧑🧑🧑
- Talk *with* students instead of *at* them
- Engage students in the content – through [discussion](#), activities, and time to think
- Ask students for feedback on your teaching several times a semester; do something with their feedback 🧑🧑

Student-Student Rapport

- Create a system for everyone to [call each other by name](#) 🧑🧑🧑
- Design activities where students engage with each other on a regular basis
- Help students learn how to communicate equitably and productively with each other 🧑🧑🧑
- Encourage students to be experts; allow them to teach concepts to each other
- Provide opportunities for students to work with others - and for students to see the value of diverse perspectives 🧑🧑

	Evidence	Advanced	Proficient	Developing	Emerging	
Pedagogical Content Knowledge Pedagogical content knowledge combines content and pedagogical expertise within a content area in order to employ appropriate instructional strategies that successfully address the most common misconceptions of students; the most difficult concepts for students; the most effective sequencing of concepts; important relevant connections; and the most crucial knowledge and skills students should master by the end of a course.	Knowledge of Content and Instructional Strategies <ul style="list-style-type: none"> Curriculum Alignment Sequencing and level Instructional Strategies 	Instructor consistently demonstrates alignment of content and pedagogical expertise in the content area. Instruction and assessments are effectively sequenced, appropriate for the level of students in the course, and consider abilities of current students.	Instructor demonstrates frequent alignment of content expertise with best practices in content area teaching. Most instruction and assessments are effectively sequenced, appropriate for the level of learners in the course, and consider abilities of current students.	Instructor demonstrates some alignment of content expertise with best practices in content area teaching. Some instruction and assessments are effectively sequenced, appropriate to the level of learners in the course, and consider abilities of current students. Much instruction is rote.	Instructor demonstrates little alignment of content expertise with best practices in content area teaching. Instructor is unaware or unsure of whether or not concepts are effectively sequenced or appropriate for the level of learners in the course, or consider abilities of current students.	
	Knowledge of Students <ul style="list-style-type: none"> Misconceptions, alternative conceptions and preconceptions Connections within the course, curriculum and beyond. 	The instructor knows and relays misconceptions, alternative conceptions or preconceptions of content to students. The instructor regularly makes essential connections between course content, other courses in the curriculum and to contemporary issues in the field.	The instructor knows and relays misconceptions, alternative conceptions or preconceptions of content to students. The instructor makes relevant connections between course content, between courses in the curriculum and to contemporary issues in the field.	The instructor knows and relays some misconceptions, alternative conceptions or preconceptions of content to students. The instructor makes occasional connections between course content, between courses in the curriculum and to contemporary issues in the field.	The instructor knows and relays some misconceptions, alternative conceptions or preconceptions of content to students. The instructor makes occasional connections between course content, between courses in the curriculum and to contemporary issues in the field.	The instructor relays an occasional misconception, alternative conception or preconception of content to students and/or does little to make clear connections between course content, other courses, and contemporary issues in the field
	<ul style="list-style-type: none"> (If applicable): LA and GTA implementation 	The instructor acts as pedagogical guide to other faculty, GTA's, and LA's in content area teaching and learning.	The instructor acts as pedagogical guide to LA's and GTA's in content area teaching and learning.	The instructor encourages LA's and GTA's to assist students when asked.	The main role of LA's and GTA's is to grade student work. Little to no interaction with students is encouraged.	

Knowledge of Content and Instructional Strategies

- Determine breadth and depth of content necessary for course level: align with pre- co-, and subsequent courses
- Present information in a sequence that makes sense to a (new, intermediate, advanced) Learner
- Use instructional strategies that engage all students in learning 
- Ask questions that necessitate critical thinking from all students 

Knowledge of Students

- Address common student misconceptions
- Engage students in discussion and activity at the beginning of class sessions
- Assess prior knowledge of learners; use it to plan/revise class sessions 
- Align instruction with assessment, frequently check for understanding
- Connect content to other course content, other courses, and contemporary issues in the field
- Connect the content to the lived experiences of all students 
- Plan activities, discussions, and formative assessments for concepts that are typically difficult for students
- Use research-based motivational techniques appropriate for all learners 

	Evidence	Advanced	Proficient	Developing	Emerging
Student Motivation Motivation is triggered by the perceived value or benefit of the academic content or task. Student involvement and commitment to learning increases when an instructor uses a variety of researched motivation techniques.	Research-based motivation techniques <ul style="list-style-type: none"> Variety of motivation techniques 	The instructor uses a variety of appropriate research-based or innovative techniques to keep students motivated during every class.	The instructor uses several research-based or innovative motivation techniques throughout the semester.	The instructor occasionally uses motivation techniques during the semester.	The instructor attempts to use motivation techniques, but the successful employment of these needs further development or the instructor does little to attempt to motivate students.
	Instructional language <ul style="list-style-type: none"> Frequency and quality of motivational/ inclusive language used during class 	The instructor consistently uses language that includes all students, encourages students, honors effort, and demonstrates belief in student abilities.	The instructor often uses language that includes all students, encourages students, honors effort, and demonstrates belief in student abilities.	The instructor occasionally uses language that encourages students or demonstrates belief in student abilities. The language might not feel inclusive to all students.	The instructor occasionally uses standard phrases to encourage students. (“good job,” “you can do it,” “if you read (study, pay attention...), you’ll do better on the test)
	Instructional strategies <ul style="list-style-type: none"> Variety of instructional strategies and how they are presented to students 	Instruction includes frequent modeling of and reasoning for successful approaches to a variety of learning modalities.	Instruction includes guidelines and reasoning for successful approaches to a variety of learning modalities.	Instruction includes directives for successful approaches to one or two learning modalities used during class.	Instruction does not include guidance for successful approaches to any learning modalities or there is only one learning modality used in class.
	Student engagement and interest levels <ul style="list-style-type: none"> Frequency and level of student participation 	Most students remain engaged in classroom activity and demonstrate active pursuit of content knowledge.	Many students remain engaged in classroom activity and demonstrate interest in content.	Some students are actively engaged in classroom activities.	Few students remain engaged in classroom activity.

<p>Research-based Motivation Techniques</p> <ul style="list-style-type: none"> Get to know students more individually and personally: backgrounds, interests, reasons for taking the course, etc. Connect content to them. 🧑🧑🧑 Engage students’ emotions (passion, purpose) to see their potential/ability to make the world a better place. Proximity in the classroom - Teach from everywhere in the room, especially where students might try to hide. Acknowledge and honor student effort Share professional research interests and experiences Choose appropriately scaled challenges for students 🧑🧑 Provide opportunities to learn in a variety of learning modalities: group learning, peer learning, individual learning, learning with technology, etc. 🧑🧑 <p>Instructional Language 🧑🧑</p> <ul style="list-style-type: none"> Learn and use students’ preferred names and how they pronounce them. Use varied names and socio-cultural contexts in stories, test questions and assignments. Use the appropriate language when referring to social groups. Use positive language when discussing challenging topics. If students struggle, remind them that they don’t know it “yet” to reinforce that you believe they will eventually reach their goal. When giving feedback, try using the following sentence starters: I noticed how..., Have you considered..., What questions could you ask to get more information? 	<p>Self-Efficacy and Self-Directed Learning</p> <ul style="list-style-type: none"> Allow students to share in small groups (challenges, successes, etc.) Use low stakes assessments early on in the semester to help students become familiar with what is expected, enhance learning, and provide feedback on areas of confusion and misunderstanding Provide opportunities for students to teach and learn from their peers Focus on effort and improvement Welcome all students and developing a learning community among you and your students 🧑🧑 Provide frequent formative feedback (see Feedback and Assessment) <p>Growth Mindset and Resilience</p> <ul style="list-style-type: none"> Believe in your students’ abilities. Your perceptions are critical to their success. Learn enough about growth mindset that it isn’t just a slogan. Promote growth mindset and students’ resilience by shifting attention to problem solving and working through failure. Share examples from your own life when effort improved your knowledge, skills, and/or performance. 🧑🧑 Develop your own growth mindset (as an instructor) Provide explicit learning strategies for your content/field so students know how to work more effectively. Clearly link concepts/lessons to industry, a broader purpose, future classes/activities, or a transferable skill Challenge students with deep learning (case studies, community-based learning, collaborative projects, etc.) 🧑🧑 Gauge the rigor of your instruction. Is it at a level that will provide the correct learning edge for students? 🧑🧑 Teach and model appropriate small group behaviors so everyone feels included 🧑🧑 Encourage students to share their ideas and comments, even if they are incorrect. You’ll never know what students don’t understand unless you ask them 🧑🧑
--	--

	Evidence	Advanced	Proficient	Developing	Emerging
Inclusive Pedagogy Inclusive pedagogy is a student-centered teaching approach that considers all students' backgrounds, experiences, and learning variabilities in the planning and implementation of student engagement activities, equitable access to content, mutual respect, and a more robust learning experience for all learners.	Implicit Bias Awareness - who you are, and who you are teaching <ul style="list-style-type: none"> Learning about Inclusive Pedagogy Self-awareness of assumptions and biases. Awareness of student-identities in the classroom 	The instructor... <ul style="list-style-type: none"> has participated in many trainings on inclusive pedagogy and regularly does further reading or activity. has a well-developed awareness of their own assumptions and biases, and the tenets of inclusive pedagogy in the classroom. has a developed awareness of student identities in the classroom and uses this knowledge to support student success. 	The instructor... <ul style="list-style-type: none"> has participated in a number of trainings on inclusive pedagogy and has occasionally explored further reading or activity has a good awareness of their own assumptions and biases, and the tenets of inclusive pedagogy in the classroom. has a developed awareness of student identities in the classroom and is beginning to use it to make instructional decisions that support students. 	The instructor... <ul style="list-style-type: none"> has participated in some training activities on inclusive pedagogy. is developing self-awareness of their own biases and assumptions is developing a good awareness of the student identities in the classroom and is beginning to use it to support students. 	The instructor... <ul style="list-style-type: none"> has participated in a few training activities on inclusive pedagogy. is beginning to consider their own assumptions and biases. is not yet aware of students' identities in their classroom or what impact it has on student success.
	Practice - what you are teaching and how you are teaching <ul style="list-style-type: none"> Inclusive Curriculum Principles of Community Inclusive Pedagogical Practices Inclusive Communication 	The instructor intentionally and actively incorporates inclusive pedagogy within all aspects of the curriculum and the classroom to increase awareness, content knowledge, cognitive sophistication and sense of community for every individual.	The instructor regularly incorporates inclusive pedagogical practices in planning and delivery of content.	The instructor incorporates some inclusive pedagogical practices in planning and delivery of content.	The instructor has not yet developed inclusive content or pedagogy.

Implicit Bias 

- Determine your own assumptions and biases and how they might impact students; consciously correct any biases you recognize in your thinking
- Keep current on issues of racism/sexism, current racial tensions, and contemporary cultural issues in the United States

Inclusive Communication 

- Share your intentions for inclusivity with students
- Integrate activities where students interact with and get to know other students
- Integrate instructional strategies that incorporate all voices in discussion
- Consider your non-verbal communication
- Pay attention to your language and symbolic representations

Inclusive Pedagogical Practices 

- Set clear expectations and grading criteria for course and all assignments (in writing)
- Provide a visual map of the course, including alignment of objectives to assessments
- Provide opportunities for a wide range of voices to be heard
- Help students see the relevance of your content to their individual lives
- Use a variety of teaching methods and modalities (verbal, interactive, didactic, etc.)
- Provide opportunities for students to work with others - and for students to see the value of diverse perspectives

Inclusive Curriculum 

- Create content that deliberately reflects the diversity of contributors to the field
- Use visuals, examples, analogies, and humor that do not reinforce stereotypes but do include diverse people or perspectives to ensure inclusivity
- Know the implications of religious perspectives in regard to the course content
- Create course materials that have been examined through the lens of CSU [assistive technology resource guidelines](#).

Principles of Community 

- Learn students' names and how to pronounce them
- Allow opportunities for productive risk and failure for all students
- Create classroom norms or ground rules for class discussion and interaction
- Model productive disagreement, showing how to critique a statement or idea rather than the speaker
- Support the needs of international students, students with disabilities, veterans, adult learners, and other minoritized identities

	Evidence	Advanced	Proficient	Developing	Emerging
Feedback and Assessment Frequent formative assessments and low-stakes assignments inform instructors and students of how much, and the extent to which, content or skills are mastered. Teaching strategies can then be adjusted to meet students' needs. Integrating a variety of assessment strategies provides all students with multiple opportunities to succeed.	Alignment and Communication of Assessment Criteria <ul style="list-style-type: none"> Assignment rubrics Class activities related to assessment 	All assessments of assignments, projects and tests are effectively sequenced, appropriate for the level of learners, and aligned with daily learning outcomes and overall course objectives. Assessment criteria are clear and communicated to students in a timely manner to be used as a learning opportunity.	Most assessments of assignments, projects and tests are effectively sequenced, appropriate for the level of learners, and aligned with daily learning outcomes and overall course objectives. Assessment criteria are clear and communicated to students in a timely manner.	Some assessments of assignments, projects and tests are purposely sequenced, appropriate for the level of learners, and aligned with overall course objectives. Assessment criteria are mostly clear. Criteria are typically communicated to students when they receive the grade.	Tests, quizzes, projects and assignments are given throughout the semester and are aligned with course objectives. Assessment criteria are unclear or unknown, or not effectively communicated with students.
	Formative Assessment and Low-Stakes Assignments <ul style="list-style-type: none"> Class activities Low-stakes assignments Formative assessments 	The instructor regularly uses formative assessment strategies and low-stakes assignments/quizzes to gauge student understanding, modify future lessons, make in-the-moment instructional adjustments, and give timely feedback.	The instructor uses several formative assessment strategies and low-stakes assignments/quizzes to gauge student understanding, modify future lessons, make in-the-moment instructional adjustments, and give timely feedback.	The instructor uses one or two formative assessment strategies and low-stakes grades to give students feedback.	The instructor does not use formative assessment strategies or low-stakes grades to give students feedback.
	If applicable: Early Performance Feedback (EPF)	The instructor opts into the CSU EPF program and provides an ample amount of low-stakes assessments and feedback to students, especially during the first four weeks of class.	The instructor opts into the CSU EPF program and provides some low-stakes assessments and feedback to students, especially during the first four weeks of class.	The instructor may not opt into the CSU EPF program, but 1 or 2 low-stakes assessments provide feedback to students within the first four weeks.	The instructor does not opt into the CSU EPF program, and does not provide feedback to students until week five or later.

Assessments

- Convey learning objectives with measurable verbs; align assessments with objectives
- Use variety: Quizzes, Exams, Assignments, papers, projects, simulations, presentations
- Use **formative assessment** techniques ([Checking for Student Understanding](#)) to promote mental retrieval and learning
- Use “on the fly” in-class checks for understanding: Fist to five, think-pair-share, think-ink-pair-share, thumb-o-meter, etc. to inform your teaching in the moment
- Use planned checks for understanding: [iClickers](#), Clearest/muddiest point, 1-sentence summary, concept map, Kahoot, exit ticket, 1-minute essay, etc. to inform future class sessions
- Consider group quizzes or tests in addition to individual testing
- Provide structure and guidelines for student group work and assessments 
- Teach group skills if your students need those to be successful in a group project 

First Four Weeks

- Use low stakes assessments during the [First Four Weeks](#) of class
- Administer a mini test at the same difficulty level as larger tests
- Allow students to engage in [Self/Peer](#) assessment 
- Assess students' group process skills if they will be working in groups during the semester 

Assignments and Rubrics

- Create rubrics for assignments, papers, group presentations
- Align assignments and rubrics with learning outcomes
 - Provide adequate directions (e.g., how to cite sources, use library)
- Engage students in [Project “exemplar” analysis](#) before an assignment is due
- Scaffold large assignments; check for understanding along the way
- Allow for rough drafts, revisions, and peer feedback Give students opportunities to engage in self/peer assessment of a draft of their assignment using the rubric. 
- Create real-life, authentic assessment opportunities 

Feedback

- Give specific feedback; don't presume that “good job” or “this needs work” will motivate them
- If students will be giving feedback to each other, they will need guidelines, practice, and support
- Feedback should be timely (evidence shows that long time lags between student performance and getting feedback limits the utility of the feedback)
- Make sure students know that formative assessment is a form of feedback

	Evidence	Advanced	Proficient	Developing	Emerging
Instructional Strategies Varied instructional strategies increase student engagement, critical thinking, connections to learning objectives, and student success for all learners.	Active Learning <ul style="list-style-type: none"> Variety of instructional strategies Frequency of opportunities for participation 	The instructor uses a variety of instructional strategies appropriate to course content during all class sessions to increase student engagement, critical thinking, understanding, and connections to learning objectives.	The instructor a variety of instructional strategies during many class sessions to increase student engagement, critical thinking, understanding, and connections to learning objectives.	The instructor uses a few instructional strategies during some class sessions to increase student engagement, critical thinking, understanding, and connections to learning objectives.	The instructor uses one or two instructional strategies during some class sessions to increase student engagement, critical thinking, understanding, and connections to learning objectives.
	Learning Technology <ul style="list-style-type: none"> Presentation slides Canvas content Student response prompts 	Use of visual presentation and technology aligns with research-based best practices. All course materials and instructional communication practices have been examined through the lens of assistive technology resource guidelines .	Most visual presentation and technology use align with research-based best practices. Most course materials and instructional communication practices have been examined through the lens of assistive technology resource guidelines.	Some visual presentation and technology use align with research-based best-practices. Some course materials and instructional communication practices have been examined through the lens of assistive technology resource guidelines.	Visual presentation and technology use do not yet align with research-based best practices or assistive technology resource guidelines.
	Science of Learning <ul style="list-style-type: none"> Assignments Class activities 	All curricular decisions and instructional practices align with the science of learning.	Many curricular decisions and instructional strategies align with the science of learning.	At least one instructional strategy aligns with the science of learning.	Instructional practice does not align with the science of learning.
	Engagement <ul style="list-style-type: none"> Frequency and level of student participation 	Strategies increase student engagement and/or interaction with content and peers.	Most strategies increase student engagement and/or interaction with content and peers.	Some strategies increase student engagement.	The strategies employed do little to increase student engagement.
Active Learning Techniques <ul style="list-style-type: none"> Individual processing activities Partner processing activities Small group activities Self-reflection and metacognition Discussion Techniques - Small group, discussion protocols, think pair share, fishbowl, CATS, etc... Classroom management strategies – setting a timer for activities, writing and posting directions for activities, Chunking class time into 10 - 15 minute segments with processing time after each segment Service learning In class problem solving - Problem Solving Models Inclusive pedagogy 🧑🧑🧑 First day, first five minutes, First Four Weeks Writing to learn Peer to peer instruction Cultural learning projects 🧑🧑🧑 			Learning Technology <ul style="list-style-type: none"> Canvas Classroom technologies Student response systems (iClickers) 🧑🧑🧑 Slide presentations Science of Learning <ul style="list-style-type: none"> Provide students with many opportunities to determine what they don't yet know or understand (CATS) Questions (variety of levels of rigor and types of questions) Predicting, Interleaving, Connecting, Practicing Activating prior knowledge Avoid cognitive overload for students Frequent quizzing/testing Elaborating Spacing Metacognition 		