**Teaching Effectiveness Documentation** Name Double-click to enter text. Date Double-click to enter date.

**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.

This form aligns with [TILT's Recommended Process for Annual Review of Teaching](https://tilt.colostate.edu/prodev/teaching-effectiveness/tef/dev-eval/). Use the [Teaching Effectiveness Framework](https://tilt.colostate.edu/wp-content/uploads/2022/03/FrameworkForDevelopingTeachingEffectiveness.pdf) to determine your current level of proficiency in these seven domains of teaching and to set a teaching goal. Teaching Effectiveness includes proficiencies in *1)* ***inclusive pedagogy;*** *2)* ***student motivation***; 3) the integration of ***instructional strategies*** to actively engage students; 4) cultivation of a challenging, inclusive, and supportive ***class climate***; 5) alignment of ***curriculum****, assignments, and assessments* with course objectives; 6) application of ***pedagogical content knowledge*** to instructional decisions; and 7) ***feedback and assessment***.

***Step 1: Choose a domain***

Before you set a teaching goal, consider your teaching strengths. How can you build on your strengths to formulate a goal?

**Teaching Strengths:** Think of your 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.

**Refer to the** [**Teaching Effectiveness Framework**](https://tilt.colostate.edu/wp/wp-content/uploads/2021/08/FrameworkForDevelopingTeachingEffectiveness.pdf)**:** Identify the domain you want to become more effective in your instruction.Once you choose a domain, review its focus areas on the complete framework. Choose a focus area in your domain and use it to write your goal in Step 2.

**Domain from the Teaching Effectiveness Framework:**

Click or tap here to enter text.

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Description automatically generated***Step 2: Set One Goal***

[**Teaching Effectiveness Goal**:](https://tilt.colostate.edu/wp-content/uploads/2022/05/EvaluatingGoalSetting.pdf) To establish your goal, focus on growth within your chosen domain. Write a goal that is measurable, attainable, relevant and rigorous (but realistic). Consider these questions when setting the goal in your chosen domain: Where on the rubric would you assess your current skills in this domain on the [Teaching Effectiveness Framework](https://tilt.colostate.edu/wp-content/uploads/2022/03/FrameworkForDevelopingTeachingEffectiveness.pdf)? How much growth is realistic in one year?

**Focus Area:**

Click or tap here to enter text.

**My Goal:** [**Example Goals for Annual Review**](https://tilt.colostate.edu/wp-content/uploads/2023/02/example-goals-for-annual-review.pdf)

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.

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Description automatically generated***Step 3: Learn and Practice***

**Resources to Obtain Goal:** What [professional development offered by TILT](https://tilt.colostate.edu/prodev/), campus partners, or conferences can you attend that aligns with your teaching goal domain and focus areas? You might also read a book on teaching, partner with a colleague, or research evidence-based teaching practices using the [Teaching Effectiveness Framework.](https://tilt.colostate.edu/wp-content/uploads/2022/03/FrameworkForDevelopingTeachingEffectiveness.pdf)

Click or tap here to enter text.

**Put your Goal into Practice.** What new teaching techniques will you integrate into your teaching or course?

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; join a [TILT-sponsored peer observation group](https://tilt.colostate.edu/wp/prodev/teaching-squares/); analyze your strategies by reviewing a video of your teaching; systematically note students’ body language, energy, and engagement. Use the [Evidence Alignment with TEF Domains](https://tilt.colostate.edu/wp-content/uploads/2022/03/EvidenceAlignmentTEFDomains.pdf) and the [Strengths-Limitations of Evidence](https://tilt.colostate.edu/wp-content/uploads/2022/03/StrengthsLimitsOfEvidence.pdf) documents to choose evidence that works best for your goal and domain.

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Description automatically generated***Step 4: Reflect***

**Evidence of progress toward teaching goal and of impact on student success:** Collect and attach evidence of teaching successes aligned with your teaching goal. Reflect on what went well, how you know, and what you will revise as you continue to refine your teaching practice. Evidence might include curriculum samples, student work, student feedback, peer feedback, student assessment samples, or student success data.

**Evidence of Progress Toward Teaching Goal:**

Click or tap here to enter text.

**Evidence of Impact on Student Success:**

Click or tap here to enter text.