TEACHING EFFECTIVENESS FRAMEWORK

THE INSTITUTE FOR LEARNING AND TEACHING
COLORADO STATE UNIVERSITY

LEVELED CRITERIA + SELF ASSESSMENT RUBRIC

This rubric is a self-assessment tool to see where you are currently performing in this specific domain area. Once you determine where you are, you can set your goal and refer this to monitor growth. TILT does not recommend using this as a tool for observation or direct evaluation.

INCLUSIVE PEDAGOGY

is a student-centered teaching approach that considers all students' backgrounds, experiences, and learning variabilities. Instructors who ensure equitable access to course materials, foster belonging, and address the needs of a diverse student population create a more robust learning experience for all learners.

Evidence	Advanced	Proficient	Developing	Emerging
Inclusive Excellence, Training, and Practice: • Learning about Inclusive Excellence • Awareness of student identities in the classroom • Mitigation of assumptions, biases, and microaggressions in the classroom	Has participated in much training on inclusive excellence in teaching and regularly engages in further reading and reflection. Has a developing awareness of student identities in the classroom and uses this knowledge to support student success. Successful in mitigating their own and students' assumptions, biases, and microaggressions in the classroom.	Has participated in some training on inclusive excellence in teaching and has explored some further reading and reflection, developing awareness of student identities in the classroom and is beginning to use it to make instructional decisions that support students. Has awareness of their own and students' assumptions, biases, and microaggressions and is beginning to mitigate them in the classroom.	Has participated in some training or reading on inclusive excellence in teaching, beginning to develop an awareness of the student identities in the classroom and is beginning to use it to support students. Is developing awareness of their own and students' assumptions, biases, and microaggressions.	Has not yet participated in training or reading on inclusive excellence in teaching; is not yet aware of all students' identities in their classroom or what impact it has on student success. Has not yet considered their own assumptions and biases in relation to teaching.
Inclusive Teaching Practices • Use of best practices that are fundamental to Inclusive Pedagogy (see below)	Intentionally and actively incorporates inclusive pedagogical practices in all aspects of the curriculum and the classroom to increase awareness, content knowledge, cognitive sophistication, and sense of community for every individual.	Regularly incorporates inclusive pedagogical practices in planning and delivery of content.	Incorporates some inclusive pedagogical practices in planning and delivery of content.	Instructor has not yet developed inclusive content or pedagogy.

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CURRICULUM/ CURRICULAR ALIGNMENT

provide the foundation for any course. Instructors who connect course learning objectives, assignments, activities, and assessments provide students with a clear path to success in their course.

Evidence	Advanced	Proficient	Developing	Emerging
Learning Objectives • 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.
Course Alignment • 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 explicit and consistent aspect of the course. 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 explicit. 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 explicit or consistent aspect of the course. Instructor occasionally provides opportunities for students to make a connection within course content.	Connections between objectives, course materials, and assessments are inconsistent and unclear. Instructor attempts to provide an opportunity for students to make connections within course content but connections need development.
Inclusive Curriculum • Variety of assessments and curricular materials • Representation and use of materials by scholars from minoritized groups	Explicit variety is incorporated into most assignments and assessments. Wide and purposeful use of materials outside the text – with good representation of scholars from minoritized groups.	Explicit variety in several assignments and assessments. Several materials outside the text, including a few by scholars from minoritized groups.	Minimal variety of assignments and assessment type. A few materials other than the text, including a few by scholars from minoritized groups.	Little to no variety in assignments and assessment type. May be aware of the need for a variety of materials other than the text and need for materials by scholars from minoritized groups but has not yet integrated them.
Syllabus • Welcoming and supportive word choice • Inclusivity statement • Purposeful content; succinct; useful	The syllabus sets a supportive, welcoming tone and contains an inclusivity statement, a visual representation of the course, and campus resources for students. It is a succinct and meaningful document that is used throughout the semester.	Syllabus sets a welcoming tone and contains most of the components listed in the "Advanced" column. It is sometimes referred to during the semester.	Syllabus has a neutral tone and contains some of the components listed in the "Advanced" column. It may contain too little or too much information or the information may need to be more organized to be useful to students.	Word choice in the syllabus sets a negative or unsupportive tone. It does not contain much of the crucial information that supports student success as listed in the "Advanced" column or the information is not organized well.

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CLASSROOM CLIMATE

refers to the intellectual, social, emotional, and physical environment in which students learn. Instructors who intentionally create a safe space and foster a community of learners find that students are more engaged.

Evidence	Advanced	Proficient	Developing	Emerging
Welcoming and Inclusive Environment • Instructional techniques that build safety and community for all students	Uses 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.	Uses 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 • Frequency of opportunities for student participation • Expectation of student participation	Teaching practices/activities 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.	Student engagement is not addressed.
Student-Student Rapport • Frequency and quality of student-student interaction	The instructor recognizes and takes action to mitigate implicit bias in classroom interactions and brings this awareness to students. Nearly 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 in 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 in 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 biases 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.

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PEDAGOGICAL CONTENT KNOWLEDGE

is the intersection of content and pedagogical expertise. When instructors know their students' prior knowledge and preconceptions, they intentionally choose instructional strategies that work best in their discipline for their current students.

Evidence	Advanced	Proficient	Developing	Emerging
Knowledge of Content and Instructional Strategies • 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 concepts are effectively sequenced or appropriate for the level of learners in the course or consider abilities of current students.
Knowledge of Students • 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 and 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 and makes relevant connections between course content, other 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 and 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.
(If applicable) Learning Assistant (LA) and Graduate Teaching Assistant (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.

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STUDENT MOTIVATION

is sparked by the perceived value or benefit of the academic content or task. When instructors use a variety of researched motivation techniques, student involvement and commitment to learning increases.

Evidence	Advanced	Proficient	Developing	Emerging
Research-based Motivation Techniques • 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 during most classes.	The instructor occasionally uses motivation techniques during some classes.	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 • 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.	Instructor occasionally uses standard phrases to encourage students (e.g., "good job," "you can do it," "if you read (study, pay attention…), you'll do better on the test").
Approaches to Teaching • Misconceptions, alternative conceptions, and preconceptions addressed • Connections within the course, curriculum and beyond	Instruction includes strategic variety of activities, discussions, and connections to engage students with content. Instructor frequently models how students can best engage with content and each other and engages students in analyzing/discussing student-generated exemplars of assignments.	Instruction includes some variety of activities, discussions, and connections to engage students with content. Instructor sometimes models how students can best engage with content, each other, and provides some student-generated exemplars for high-stakes assignments.	Instruction includes a little variety of activities, discussions, and connections to engage students with content. Instructor occasionally models how students can best engage with content and each other. May refer students to an example of high-stakes assignments.	Instruction includes minimal to no variety of activities, discussions, or connections to engage students with content. Instructor does not yet model how students can engage with content and each other. Exemplars for high-stakes assignments are not provided.
Student Engagement • Frequency and level of student participation	Most students remain engaged in classroom activity, independently and collaboratively, and demonstrate active pursuit of content knowledge.	Many students remain engaged in classroom activity, independently and/or collaboratively, and demonstrate interest in content.	Some students are actively engaged in classroom activity either independently or collaboratively.	Few students remain engaged in classroom activity.

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FEEDBACK & ASSESSMENT

are used to continuously monitor performance and communicate progress and levels of mastery to students. Instructors who incorporate frequent and ongoing assessments are able to use these data to adjust teaching strategies and provide feedback to students about their learning- motivating students to be more self-directed.

Evidence	Advanced	Proficient	Developing	Emerging
Summative Assessment • 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 Feedback • 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.
First Four Weeks • Early low-stakes assignments and feedback	The instructor provides an ample number of low-stakes assessments and feedback to students during the first four weeks of class.	The instructor provides some low-stakes assessments and feedback to students during the first four weeks of class.	The instructor provides little feedback to students during the first four weeks of class.	The instructor does not provide feedback to students during the first four weeks of class.

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INSTRUCTIONAL STRATEGIES

that are most effective provide an active and engaging experience for learners. Instructors who use a variety of evidence-based teaching strategies create an environment for increased student engagement and critical thinking.

Evidence	Advanced	Proficient	Developing	Emerging
• Active Learning • 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 uses 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 • Presentation slides • Canvas content • Learning apps	Use of visual presentation and technology that aligns with research-based best practices; all course materials and instructional communication practices have been examined through the lens of <u>assistive technology resource guidelines</u>.	Most visual presentation and technology 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 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 • Structure of assignments and 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.