



TEACHING EFFECTIVENESS FRAMEWORK

Plan your course with evidence-based practices that provide an organized and inclusive foundation for students.

CURRICULUM & CURRICULAR ALIGNMENT DOMAIN

Curriculum and 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.



Inclusive Curriculum

- [Choose or create content](#) that deliberately reflects the diversity of contributors to the field
- Adopt [practices grounded in inclusive curriculum](#)
- Use a variety of course materials: [text](#), [video](#), [simulation](#), [games](#), etc. to appeal to a variety of learning preferences
- Use visuals, examples, analogies, and humor that do not reinforce stereotypes but do [include traditionally marginalized people or perspectives to ensure inclusivity](#)
- Know the implications of religious perspectives regarding [course content](#)
- Ensure all of your [course materials](#) are [accessible](#) to all learners




Learning Objectives/ Outcomes

- Use [Bloom's](#) or [Fink's](#) Taxonomy to write [clear and measurable learning outcomes](#)
- Write [outcomes](#) that align with the cognitive demands of the course
- Write short-term [outcomes](#) for units, modules, or daily activities





Course Alignment of Assessments & Activities

- Use [backwards design](#) to align all course content, assignments, and assessments 
- [Align assessments, assignments, and class activities with learning outcomes](#)
- [Align rigor](#) of class activities, discussions, i-clicker questions, etc. with rigor of exams
- Design activities where students [make connections between content and learning outcomes](#)



Syllabus

- Design a [learner-centered](#) syllabus ([use this rubric](#) to assess your syllabus)
- Add an [inclusivity statement](#) to your syllabus 
- Make sure your syllabus, textbooks, resources, and coursework are accessible to all learners according to the CSU [Accessibility by Design](#) website 
- Provide a visual map of the course, including [alignment of objectives to assessments](#)
- Include campus resources for students: [TILT Tutoring](#), [Student Resources and Campus Life](#)

LEVELED CRITERIA & SELF ASSESSMENT RUBRIC

Use this rubric to reflect on your current instructional practices, set a teaching goal, and monitor growth. TILT recommends revisiting this throughout the year to continue to reflect and adjust as you work towards your goal. TILT does not recommend using this as an observation tool or for direct evaluation. See [TILT's Recommended Process for Annual Review of Teaching](#) to learn more about how to utilize this resource.

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Evidence	Advanced	Proficient	Developing	Emerging
Inclusive Curriculum <ul style="list-style-type: none"> Variety of curricular materials and assignments Representation and use of materials by scholars from minoritized groups 	Intentional variety is incorporated into most curricular materials and assignments. Purposeful use of materials outside the text with good representation of scholars from minoritized groups.	Variety in several curricular materials and assignments. Some use of materials outside the text, including scholars from minoritized groups.	Minimal variety of curricular materials and assignments. Use of some material other than the text - may or may not include scholars from minoritized groups.	Little to no variety in curricular materials and assignments. 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.
Learning Objectives <ul style="list-style-type: none"> Specificity and measurability Aligned with course-level requirements 	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 <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 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.
Syllabus <ul style="list-style-type: none"> Word choice and tone Resources and information Inclusivity statement Organization 	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.	The 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.

Curriculum & Curricular Alignment

References

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