

- 3) Class climate
- 4) Achievement of learning goals
- 5) Reflection and iterative growth
- 6) Mentoring and advising
- 7) Involvement in teaching service, scholarship, or community

Effective use of the framework involves evaluating each dimension with more than one form of evidence and through more than one "lens." A lens is a viewpoint offered by a particular individual, such as the students, instructor, or a third party external to the course.

The framework includes guiding questions for each dimension and descriptions of teaching practices or criteria categorized into three quality tiers (such as "developing," "proficient," and "accomplished"). These descriptions of performance provide scaffolding and feedback to improve teaching while also structuring the evaluation process.

Guiding Questions for Each Dimension of the Framework

Dimension 1: Goals, Content, and Alignment

What are students expected to learn from the courses taught? Are learning goals clearly articulated in a way that is accessible to all students? Are course goals appropriate for the course as part of the larger curriculum and for the audience for which it is intended? Are topics appropriately challenging and related to current issues in the field? Are the materials high-quality and aligned with course goals? Does the content represent diverse perspectives? Are assessments aligned with course goals?

Dimension 2: Teaching Practices

How is in-class and out-of-class time used? Are assignments, assessments, and learning activities designed to help all students learn?

What effective or high-impact methods are used to improve understanding and engage all students in learning? Do in- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts? Are forms of assessment varied to allow for the success of diverse learners?

Dimension 3: Class Climate

To what extent is the class climate respectful, supportive, and cooperative? Does it encourage motivation and engagement for all students? Do all students feel included? How are student-student and student-instructor dialogue fostered? What are the students' views of their learning experiences? How has the instructor sought student feedback, and how has feedback informed the instructor's teaching?

Dimension 4: Achievement of Learning Outcomes

Does the instructor clearly communicate the learning goals for the course? What evidence is used to determine the degree to which students achieve the defined course goals? How well are course assignments, assessments, and learning activities aligned with the defined learning goals? Are there efforts to ensure that all students have equitable opportunities to achieve the learning goals? Are standards for evaluating learning clear and connected to program, curriculum, or professional expectations? Does the quality of learning support success in other contexts?

Dimension 5: Reflection and Iterative Growth

How and why has the instructor's teaching changed over time? How have changes been informed by evidence of student learning and student feedback? How has peer feedback been incorporated as changes in the instructor's teaching over time? How have the instructor's goals for their courses and students changed over time?

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Dimension 6: Mentoring and Advising

How effectively has the instructor worked individually with undergraduate or graduate students? Does the instructor establish clear, individualized and responsive expectations for student and mentor? Does the instructor provide constructive and timely coaching and feedback? How does the quality of and time commitment to mentoring fit with disciplinary and departmental expectations?

Dimension 7: Involvement in Teaching Service, Scholarship, or Community

How has the instructor contributed to the broader teaching community, both on and off campus? Areas of contribution can include the learning culture in the department or institution (e.g., curriculum committees, program assessment, cocurricular activities); engaging with peers on or off campus in teaching communities, workshops, peer reviews, or similar activities; educational leadership activities (e.g., leading teaching workshops, presentations or publications about teaching, grants related to teaching).

Multiple Lenses and Forms of Evidence

The framework also specifies that multiple lenses (sources of data) should be used to evaluate each dimension of teaching. The lenses, or voices, include the instructor being evaluated, students in courses taught by that instructor, and a third party. The third party may be another instructor in the department or a person external to the department who has specialized knowledge of the subject matter or of pedagogy (such as a staff member of a teaching and learning center). For some aspects of the teaching work, such as teaching-related publications or community activities, the third party may be external to the institution. Indeed, several people may contribute to the evidence collected as fits the needs of each dimension and each instructor's activities. Overall, the goal is