

## Dimensions of Teaching

(descriptors are inclusive but not exhaustive)

### Goals, content, and alignment.

- Goals for student learning and skill-development are established and are at appropriate level for the course and the students expected to take it.
- These learning goals are well-articulated to students.
- The course goals are clearly connected to program or curricular goals.
- Content is challenging and innovative or related to current issues and developments in the field.
- Topics are of appropriate range and depth, with integration across topics.
- The instructor includes high quality materials that are well-aligned with the learning and skill-development goals for the course.
- Assessments are varied and well-aligned with learning goals.

### Teaching practices.

- Activities are well planned, integrated, and reflect commitment to providing meaningful assignments and assessments.
- Use of effective, high-impact and/or innovative methods to improve students' understanding and support their learning.
- In- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts.
- Efforts are demonstrated to support learning in all students.
- Teaching practices result in high levels of student engagement.

### Achievement of learning outcomes.

- Standards for evaluating student understanding are connected to program or curriculum expectations.
- Standards are well-communicated to students.
- Multiple forms of effective assessment, aligned with course objectives, are used.
- Level of learning supports success in other contexts (e.g., subsequent courses) and/or is increasing over successive offerings.

### Class culture and student perceptions.

- Evidence that class climate is respectful, cooperative, inclusive, and civil.
- Evidence that class climate encourages motivation and engagement.
- Instructor is accessible and interacts well with students.
- Students perceive that they are learning important skills or knowledge.

### Mentoring and advising. *(Undergraduate or graduate students)*

- Evidence of quality and time commitment to advising and mentoring *(define as appropriate for the discipline)*.

### Reflection and iterative growth.

*How has the faculty member's teaching changed over time? How has this been informed by evidence of student learning?*

- Evidence that instructor is responsive to, and reflective on, student feedback in the short- and long term.
- Regularly makes adjustments to teaching/mentoring practice based on reflections on student learning, within or across semesters.
- Re-examines student performance following adjustments.
- Improved student achievement of learning goals based on modifications to teaching/mentoring practices.

### Involvement in teaching service, scholarship, or community.

*In what ways has the instructor contributed to the broader teaching community, both on and off campus?*

- Engagement with peers on teaching (e.g., teaching-related presentations or workshops).
- External presentations.
- Publications to share practices or results of teaching or educational activities.
- Scholarly publications or grant applications related to teaching.

*A single form of evidence may be used across multiple dimensions. However, at least two different forms of evidence must be applied for each dimension.*

#### Forms of Evidence:

- A. Information on syllabus
- B. Class material created by instructor
- C. Description by instructor
- D. Observation of teaching by a third party
- E. Examples of student work/engagement with class – test performance, Moodle activity, performance on learning objectives, etc.
- F. Anonymous survey of students
- G. Other forms of student feedback – focus groups, letters, interviews, etc., collected independently of instructor
- H. Existing record of faculty activities
- I. Input by external parties familiar with the work collected by department in collaboration with the instructor.

For more information on UMass Amherst participation in the TEval project:

<http://www.umass.edu/oapa/program-assessment/instructional-innovation-assessment/evaluation-teaching-new-approach>