

## APPENDIX B – Teaching Effect and Quality Indicators

The PC supports diverse ways of knowing, thinking, teaching, and enacting one's pedagogical practice and that this is reflected when evaluating one another. The lists below contain suggestions of items that might be included in the teaching narrative.

**Teaching Effect** includes evidence of teaching performance such as the following:

1. **Syllabus alignment** with course objectives, standards, or student learning outcomes.
2. **Examples of student learning.**
3. **Evidence of student evaluations** that assess learning throughout the course of the semester, that appropriately reflect the level of the course (e.g., undergraduate vs. graduate).
4. **Unsolicited letters of recognition** related to teaching and learning.
5. **Evidence of current scholarly/creative activity** reflected in both the content and pedagogy of instruction.
6. **Maintaining currency**, significance, and relevance of course content.
7. Participation in course, Program, and departmental **curriculum planning and development.**
8. **Innovations that support instruction and enhance student learning.**
9. Evidence that instructor draws on a **diversity of pedagogical styles and a variety of methods** in course and lesson organization to enhance student learning.
10. Indications that course planning and lessons are **relevant, well organized, and sequenced** and that they use practices for excellence in teaching and learning.
11. **Invited Guest** teaching (invited for expertise in a certain area).

**Teaching Quality** includes evidence of the following:

1. **Research-based practices** (as understood within the faculty member's field or scholarly paradigm) embedded in course content and delivery.
2. **Planning and pedagogical practice** (e.g., planning course assignments that are relevant, meaningful, employing a diversity of styles and methods to enhance and assess learning, drawing on technology, multimedia, etc.).
3. **Reflection on ways to improve teaching practice** (e.g., modifications in an assignment, reflection about pedagogical decisions, course alignment, etc.).
4. **Evidence of efforts to enhance teaching quality**, including participation in professional development, conference sessions, or scholarly work related to quality teaching.
5. **Acquisition of instructional grants** (e.g. technology grants, multicultural institute grants, research enhancement program grants, online/hybrid course redesign grants, academic computing grants, book clubs, etc.).
6. **Peer evaluations** (e.g., by faculty mentors, program coordinators, PC members).
7. **Collaborative efforts** to pilot new pedagogical practices or refine current practices.
8. Evidence of **teaching awards or recognition** (local, state, national).
9. **Participation or presentation in professional development** such as workshops on effective teaching, active learning, creating motivating online courses.
10. Provides opportunities for **out-of-class application, field work, or service learning.**
11. **Development of instructional materials** used by teachers and students.

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- 12. Evidence of pedagogy that appropriately supports a diversity of learning and learners.
- 13. Evidence of course content that addresses equity.

- 12. **Cooperative scholarship** with students, including publications and presentations.
- 13. **Other evidence** of applicable formal or informal instruction.