

Recommendations for Triangulating Evidence to Demonstrate Achievement of Teaching Goal

Aligned with the Teaching Effectiveness
Framework



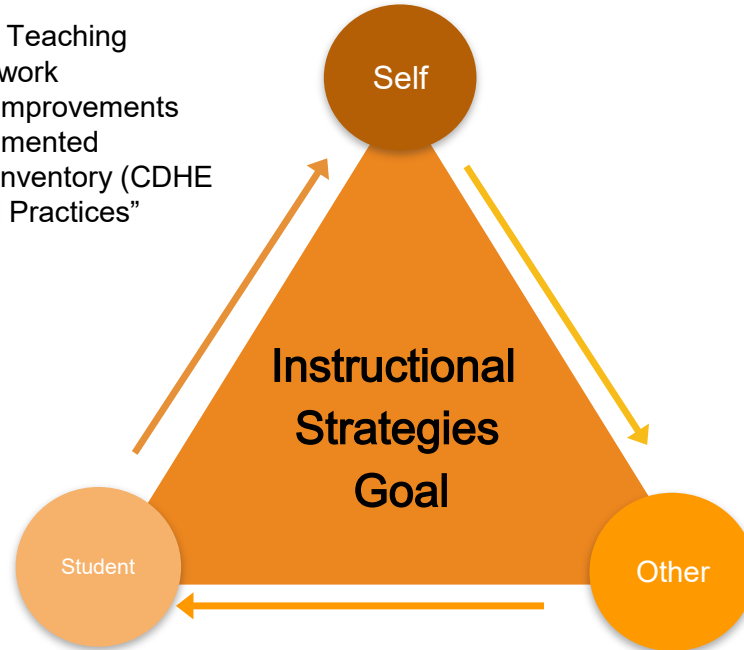
Colorado State University Teaching Effectiveness Framework
© 2019 Colorado State University 2019 CC BY-NC-ND 4.0

TILT - The Institute for Learning and Teaching

Evidence that Aligns with the Instructional Strategies Domain

- Self-Reflection using Teaching Effectiveness Framework
- Examples of course improvements that have been implemented
- Inclusive Pedagogy Inventory (CDHE Toolkit) “Instructional Practices” section”

- Course Survey
- Instructional Strategies module of course survey
- Other student feedback
- Discipline Concept Inventories
- Assessment Data

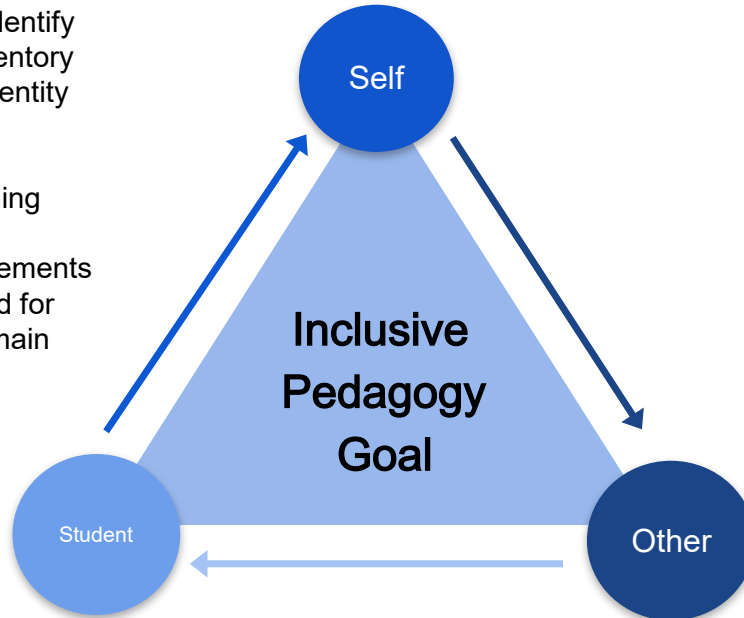


NOT Recommended

- Peer review of course materials (syllabus, assignments, exams, etc.)
 - Teaching portfolio
-
- Peer Observation
 - Instructional Strategies form from TILT (Teaching Squares)
 - COPUS
 - TPI (Teaching Practices Inventory) pre-post
 - Additional Self or Student Evidence

Evidence that Aligns with Inclusive Pedagogy

- Examine implicit bias and identify
 - Inclusive Pedagogy Inventory
 - Examining Your Own Identity activity
 - Implicit bias test
- Self-Reflection using Teaching Effectiveness Framework
- Examples of course improvements that have been implemented for the Inclusive Pedagogy domain



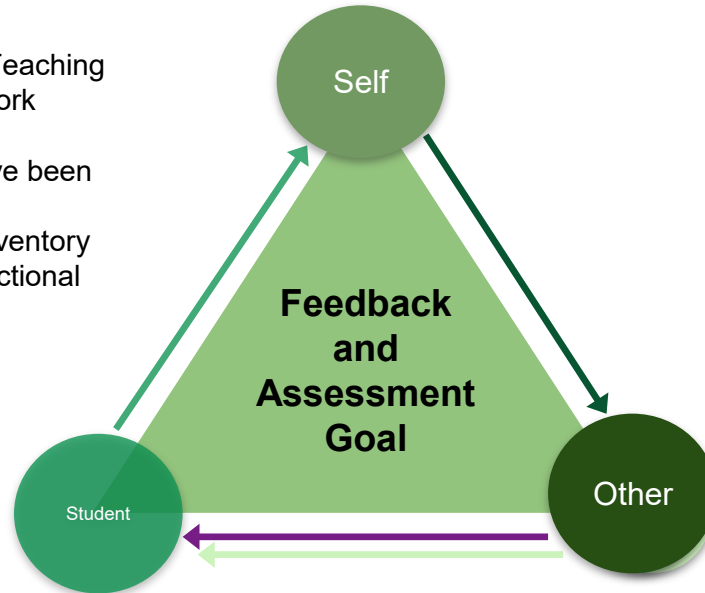
- Course Survey
- Course Survey - Inclusive Pedagogy module
- Other student feedback

NOT Recommended

- Peer review of course materials (syllabus, assignments, exams, etc.)
 - Teaching portfolio
-
- Peer Observation
 - Inclusive Pedagogy form from TILT (Teaching Squares)
 - COPUS
 - TPI (Teaching Practices Inventory) pre-post
 - Additional Self or Student Evidence

Evidence that Aligns with Feedback and Assessment

- Self-Reflection using Teaching Effectiveness Framework
- Examples of course improvements that have been implemented
- Inclusive Pedagogy Inventory (CDHE Toolkit) “Instructional Practices” section



- Course Survey
- Course Survey - Feedback and Assessment module
- Other student feedback related to feedback and assessment
- Licensing exam

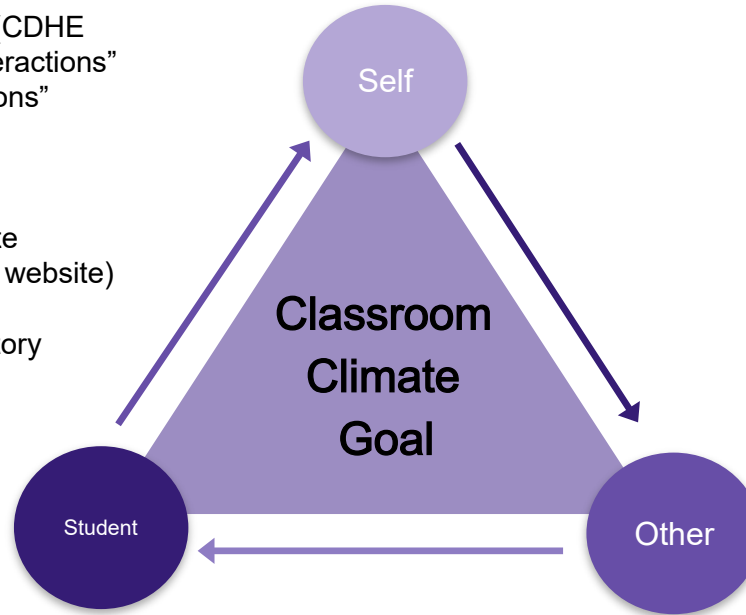
NOT Recommended

- Peer review of course materials (syllabus)
 - Teaching portfolio
-
- Peer Observation
 - Feedback and Assessment form from TILT (Teaching Squares)
 - COPUS
 - TPI (Teaching Practices Inventory) pre-post
 - Additional Self or Student Evidence

Evidence that Aligns with the Classroom Climate Domain

- Inclusive Pedagogy Inventory (CDHE Toolkit) “Instructor-Student Interactions” and “Student-Student Interactions” sections
- Self-Reflection using Teaching Effectiveness Framework
- Examples of Classroom Climate techniques implemented (TILT website) and observed results
- First Four Weeks (FFW) inventory

- Course Survey
- Course Survey - Classroom Climate module
- Other student feedback related to classroom climate



NOT Recommended

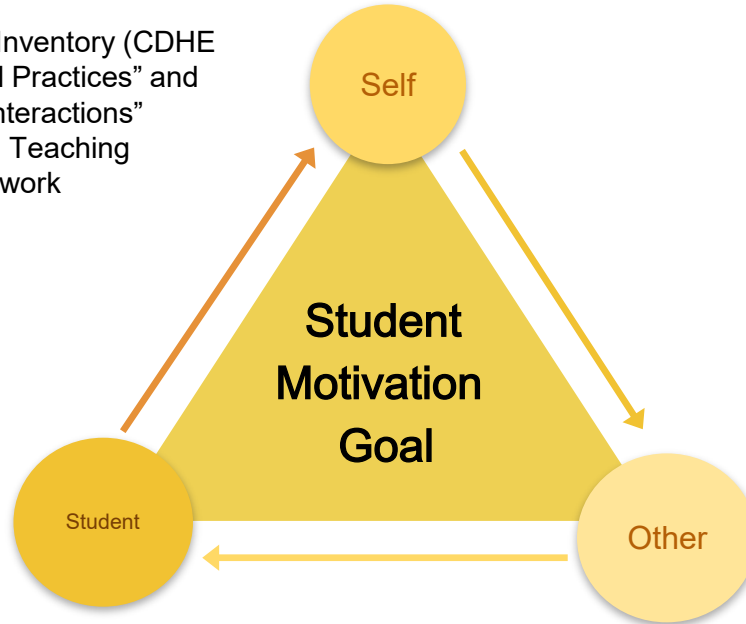
- Peer review of course materials (syllabus, assignments, exams, etc.)
 - Teaching portfolio
-
- Peer Observation
 - Classroom Climate form from TILT (Teaching Squares)
 - Additional Self or Student Evidence

Evidence that Aligns with the Student Motivation Domain

- Inclusive Pedagogy Inventory (CDHE Toolkit) “Instructional Practices” and “Instructor-Student Interactions”
- Self-Reflection using Teaching Effectiveness Framework

NOT Recommended

- Peer review of course materials (syllabus, assignments, exams, etc.)
- Teaching portfolio



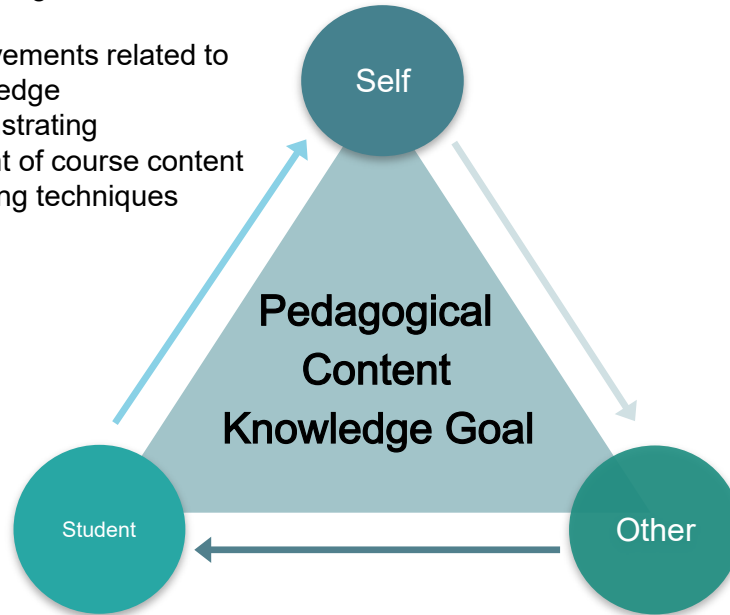
- Course Survey
- Course Survey - Student Motivation module
- Other student feedback related to motivation

- Peer Observation
 - Student Motivation form from TILT (Teaching Squares)
 - COPUS
- TPI (Teaching Practices Inventory) pre-post
- Additional Self or Student Evidence

Evidence that Aligns with Pedagogical Content Knowledge

- Self-Reflection using Teaching Effectiveness Framework
- Examples of course improvements related to pedagogical content knowledge
- Teaching Portfolio - demonstrating progression of development of course content or content related to teaching techniques

- Course Survey
- Course Survey - Pedagogical Content Knowledge questions
- Other student feedback related to pedagogical content knowledge



NOT Recommended

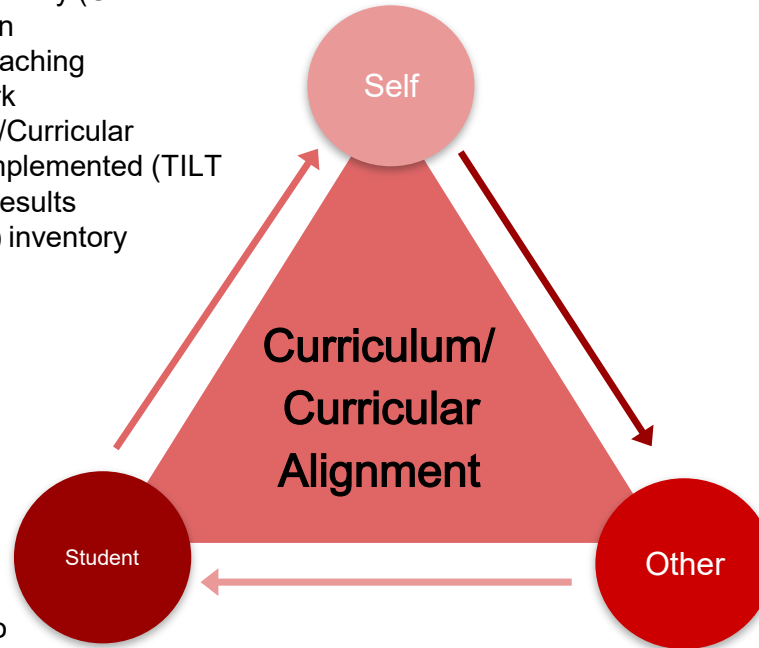
- Peer review of course Materials (syllabus, assignments, exams, etc.)

- Peer Observation
 - Pedagogical Content Knowledge form from TILT (Teaching Squares)
- Additional Self or Student Evidence

Evidence that Aligns with the Curriculum/ Curricular Alignment Domain

- Inclusive Pedagogy Inventory (CDHE Toolkit) “Content” section
- Self-Reflection using Teaching Effectiveness Framework
- Examples of Curriculum/Curricular Alignment techniques implemented (TILT website) and observed results
- First Four Weeks (FFW) inventory

NOT Recommended
Peer Observation (COPUS)



- Course Survey
- Course Survey - Curriculum/ Curricular Alignment module
- Other student feedback related to curriculum/curricular alignment

- Peer Observation
 - Curriculum/Curricular Alignment form from TILT (Teaching Squares)
 - Peer review of teaching materials
- Additional Self or Student Evidence

For more information contact:

- jennifer.todd@colostate.edu
- tonya.buchan@colostate.edu
- karen.falkenberg@colostate.edu

Go to the [TILT website](#) for more information on the Teaching Effectiveness Framework