

Categories and Definitions	What are representative behaviors in this category? <i>(Examples listed are not exhaustive)</i>	What are potential sources of documentation in this category? <i>(Examples listed are not exhaustive)</i>
<p>Align</p> <p>Instructors who align components of learning experiences start with clear learning goals. Measurable outcomes, teaching and learning activities, assessment tasks, and feedback build on each other to support student progress towards these goals.</p>	<p>AL.1 Connect course outcomes to program, department, and/ or institutional outcomes and accreditation standards as applicable.</p> <p>AL.2 Define actionable, learner-centered outcomes for learning units (module, lesson, etc.) and assignments</p> <p>AL.3 Align content, assessments, and activities with outcomes</p> <p>AL.4 Communicate course, module, lesson, and/or assignment outcome(s) at each stage of learning</p> <p>AL.5 Emphasize connections of course concepts and skills across lessons, learning units, and courses</p> <p>AL.6 Present content and activities at multiple, appropriate levels of engagement and challenge</p>	<ul style="list-style-type: none"> ● Course map ● Course materials and assignments that explicitly show alignment across course components ● Learning outcomes at course, module, lesson, and assignment levels ● Lesson plan ● Peer feedback and/or observation ● Student feedback ● Syllabus ● Test blueprints
<p>Include</p> <p>Instructors who create an inclusive learning environment promote equity by using accessibility standards and learner-centered strategies when designing and delivering content. They cultivate an atmosphere in which students see themselves positively represented and experience a sense of belonging conducive to emotional well-being for learning.</p>	<p>IN.1 Build community and relational trust between students - instructor and students - students</p> <p>IN.2 Decode pathways to success and connect students with resources</p> <p>IN.3 Use learner-centered strategies in course design and delivery</p> <p>IN.4 Select content and activities that honor and integrate diverse voices, perspectives and experiences</p> <p>IN.5 Remove barriers to success by designing activities and materials with equitable access and representation in mind</p> <p>IN.6 Assess personal biases and mitigate their potential impact on student learning and success</p>	<ul style="list-style-type: none"> ● Ground rules for interaction in the learning space ● Instructor-created accessible digital materials ● Learning materials co-created with students ● Lesson plan ● Mentorship agreement and products of mentorship ● Peer feedback and/or observation ● Student feedback ● Syllabus ● Teaching Statement and/or Diversity Statement
<p>Engage</p> <p>Instructors who engage students purposefully select research-based techniques to ensure that students actively participate in the learning process and take responsibility for their intellectual development.</p>	<p>EN.1 Establish regular and open communication</p> <p>EN.2 Design course activities to intentionally promote student-instructor, student-content, and student-student engagement</p> <p>EN.3 Encourage participation of all students by using varied instructional strategies</p> <p>EN.4 Foster self-regulated learning</p> <p>EN.5 Relate course content to relevant examples and applications</p> <p>EN.6 Incorporate current research in the field to stimulate discipline-specific critical thinking and promote student participation in disciplinary research</p>	<ul style="list-style-type: none"> ● Activity instructions/prompts ● Communications to students ● Lesson plan ● Online module ● Peer feedback and/or observation ● Presentation slides for interactive lectures ● Student feedback ● Student work samples ● Syllabus ● Video recording of classroom teaching/video lecture

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<p>Assess</p> <p>Instructors who assess learning develop and facilitate transparent, meaningful tasks to provide students with timely feedback on their learning and to measure achievement of learning outcomes. They frequently review data to improve instruction.</p>	<p>AS.1 Schedule a range of regular summative assessments to measure student progress towards learning outcomes</p> <p>AS.2 Embed formative assessments and opportunities for self-assessment in instruction</p> <p>AS.3 Scaffold assessments</p> <p>AS.4 Communicate purpose, task, and criteria for assessments</p> <p>AS.5 Provide timely, constructive feedback to students</p> <p>AS.6 Review assessment data to make informed decisions about course content, structure, and activities</p>	<ul style="list-style-type: none"> ● Assessments, including instructions, prompts, or questions ● Lesson plan ● Peer feedback and/or observation ● Representative examples of feedback to students ● Rubrics/grading criteria ● Student data demonstrating achievement of learning outcomes ● Student feedback ● Student work samples ● Syllabus
<p>Integrate Technology</p> <p>Instructors who integrate technology responsibly use tools to design accessible, high-quality instructional materials and engaging learning opportunities beyond traditional barriers of place and time.</p>	<p>IT.1 Select limited technologies from available options to enhance student learning and meet outcomes</p> <p>IT.2 Leverage technology to increase access, facilitate ease of use, and optimize the student learning experience</p> <p>IT.3 Use technology effectively and efficiently</p> <p>IT.4 Train students to use instructional technology and provide support</p> <p>IT.5 Ensure materials and tools meet legal requirements</p> <p>IT.6 Consider pedagogical needs relevant to instructional modality</p>	<ul style="list-style-type: none"> ● Activity or task instructions or prompt ● Examples or screenshots of activities conducted through technology ● Instructional units focused on the development of technology and/or digital literacy skill ● Instructor-created media (text, video, audio, etc.) or online learning units ● Lesson plan ● Peer feedback and/or observation ● Student feedback ● Syllabus
<p>Reflect</p> <p>Instructors who reflect gather feedback on their teaching from self-assessment, peers, and students to regularly identify opportunities for growth. They pursue improvements to their instruction through engagement with professional development and scholarship.</p>	<p>RE.1 Assess personal growth</p> <p>RE.2 Invite feedback on teaching from colleagues</p> <p>RE.3 Solicit student feedback</p> <p>RE.4 Engage with scholarship and professional development related to teaching</p> <p>RE.5 Plan for personal growth by identifying categories for development and setting goals</p> <p>RE.6 Conduct research on teaching and learning</p>	<ul style="list-style-type: none"> ● Course journal ● Participation in teaching-related professional development ● Presentations led on teaching topics ● SoTL/DBER work and/or recognition ● Teaching awards or recognition ● Teaching Statement ● Written reflection on peer feedback and/or observation ● Written reflection on student feedback