

Teaching Standard Key Criteria & Notes	Data Sources	Does Not Meet Expectations	Meets Expectations
<p>PROFESSIONAL TEACHING <i>Core focus: Course/instructional structure, materials, communication, and activity design that support learning</i></p> <p>Key elements:</p> <ul style="list-style-type: none"> • Quality & organization of materials/syllabi • Respectful & timely communication • Activities designed to maximize learning • Advising and mentoring activities designed to advance professional competencies for students • If applicable, supervision activities designed to advance professional competencies for students 	<p>Student Experience Surveys (SES)</p> <ul style="list-style-type: none"> - Organization of the course - Quality of course materials - Instructor communication - Assignments and projects <p>Instructor Materials Teaching portfolio, Personal statement, and (optional) Course reflections</p> <p>Peer Reviews</p> <p>(Optional) Student Feedback for Clinical Supervision</p>	<p>Limited evidence of professional teaching</p>	<p>Consistent evidence of professional teaching</p>
<p>INCLUSIVE TEACHING <i>Core focus: Ensuring full participation, valuing presence, and reflecting diversity in course/instructional content</i></p> <p>Key elements:</p> <ul style="list-style-type: none"> • Instruction, including advising and supervision activities, designed for every student to participate fully • Course/instructional content reflects diversity of practitioners, contested knowledge, lived experience, and helps students see themselves in the work 	<p>Student Experience Surveys (SES)</p> <ul style="list-style-type: none"> - Inclusiveness of the course - Accessibility of the course - Relevance of course content - Student interactions with instructor <p>Instructor Materials Teaching portfolio, Personal statement, and (optional) Course reflections</p> <p>Peer Reviews</p> <p>(Optional) Student Feedback for Clinical Supervision</p>	<p>Limited evidence of inclusive teaching</p>	<p>Consistent evidence of inclusive teaching</p>
<p>ENGAGED TEACHING <i>Core focus: Reflective practice and continuous improvement</i></p>	<p>Instructor Materials Teaching portfolio, Personal statement, CV, and (optional) Course reflections</p>	<p>Limited evidence of engaged teaching</p>	<p>Consistent evidence of engaged teaching</p>

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<p>Key element:</p> <ul style="list-style-type: none"> • Demonstrated reflective practice through appropriate revision of course/instructional content and pedagogy to reflect current knowledge and best practices • Demonstrated participation in continuing education activities to support effective instruction, advising, and if applicable, supervision 			
<p>RESEARCH-INFORMED TEACHING <i>Core focus: Modeling disciplinary inquiry while engaging, challenging, and supporting students with clear goals and useful feedback</i></p> <p>Key elements:</p> <ul style="list-style-type: none"> • Models process and culture of inquiry characteristic of discipline • Clear learning goals and evaluative criteria • Timely, useful feedback on progress • Instruction, advising, and if applicable, supervision, engages, challenges, and supports students 	<p>Student Experience Surveys (SES)</p> <ul style="list-style-type: none"> - Clarity of assignments - Feedback - Challenge of the course - Level of support - Degree of active learning <p>Instructor Materials Teaching portfolio, Personal statement, CV, and (optional) Course reflections</p> <p>Peer Reviews</p> <p>(Optional) Student Feedback for Clinical Supervision</p>	<p>Limited evidence of research-informed teaching</p>	<p>Consistent evidence of research-informed teaching</p>