

Appendix A: Critical Teaching Behaviors Framework



Categories and Definitions	What are representative behaviors in this category? (Examples listed are not exhaustive)	What are potential sources of documentation in this category? (Examples listed are not exhaustive)
Align 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.	AL.1 Connect course outcomes to program, department, and/or institutional outcomes and accreditation standards as applicable. AL.2 Define actionable, learner-centered outcomes for learning units (module, lesson, etc.) and assignments AL.3 Align content, assessments, and activities with outcomes AL.4 Communicate course, module, lesson, and/or assignment outcome(s) at each stage of learning AL.5 Emphasize connections of course concepts and skills across lessons, learning units, and courses AL.6 Present content and activities at multiple, appropriate levels of engagement and challenge	<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
Include 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.	IN.1 Build community and relational trust between students - instructor and students - students IN.2 Decode pathways to success and connect students with resources IN.3 Use learner-centered strategies in course design and delivery IN.4 Select content and activities that honor and integrate diverse voices, perspectives and experiences IN.5 Remove barriers to success by designing activities and materials with equitable access and representation in mind IN.6 Assess personal biases and mitigate their potential impact on student learning and success	<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
Engage 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.	EN.1. Establish regular and open communication EN.2. Design course activities to intentionally promote student-instructor, student-content, and student-student engagement EN.3. Encourage participation of all students by using varied instructional strategies EN.4. Foster self-regulated learning EN.5. Relate course content to relevant examples and applications EN.6. Incorporate current research in the field to stimulate discipline-specific critical thinking and promote student participation in disciplinary research	<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

Categories and Definitions	What are representative behaviors in this category? (Examples listed are not exhaustive)	What are potential sources of documentation in this category? (Examples listed are not exhaustive)
Assess 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.	AS.1 Schedule a range of regular summative assessments to measure student progress towards learning outcomes AS.2 Embed formative assessments and opportunities for self-assessment in instruction AS.3 Scaffold assessments AS.4 Communicate purpose, task, and criteria for assessments AS.5 Provide timely, constructive feedback to students AS.6 Review assessment data to make informed decisions about course content, structure, and activities	<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
Integrate Technology 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.	IT.1 Select limited technologies from available options to enhance student learning and meet outcomes IT.2 Leverage technology to increase access, facilitate ease of use, and optimize the student learning experience IT.3 Use technology effectively and efficiently IT.4 Train students to use instructional technology and provide support IT.5 Ensure materials and tools meet legal requirements IT.6 Consider pedagogical needs relevant to instructional modality	<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
Reflect 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.	RE.1 Assess personal growth RE.2 Invite feedback on teaching from colleagues RE.3 Solicit student feedback RE.4 Engage with scholarship and professional development related to teaching RE.5 Plan for personal growth by identifying categories for development and setting goals RE.6 Conduct research on teaching and learning	<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

Appendix B: Core Value Reflection Worksheet and Example

Core Value Worksheet

Articulating Your Core Value	
Prompts	Responses
What motivates your approach to teaching?	
What is the one thing you believe an effective instructor <i>must</i> do or believe to promote student learning?	
What are your immediate and future (10+ years) goals for students when teaching your subject?	
What do you believe is the foundation of good teaching?	
Which CTB category definition and/or behaviors resonate most with your approach to teaching? Why?	

Identifying Your Core Value Category	
Prompts	Responses
Into which category does your value statement best fit?	
Why do you think your statement fits into this category?	
Does it surprise you that your core value fits best in this category? Why or why not?	
Is there another category into which your core value might fit? If so, which of the two (or more) categories would you choose to represent your core teaching value and why?	
Do you have a secondary value that falls into a different category?	
What connection do you see between your primary and secondary values if you had more than one?	



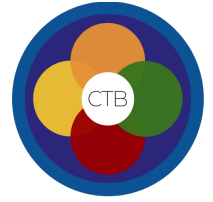
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Core Value Reflection Example

	Sample Responses
Articulating Your Core Value	<p><i>Selected prompt: What motivates your approach to teaching?</i> My approach to teaching is motivated by a deeply held belief that instructors must adapt their teaching, feedback, and student support strategies to meet students where they are in their learning journeys.</p> <p><i>Selected prompt: What do you believe an effective instructor must do to promote student learning?</i></p> <p>I recognize that students come into my classroom with a wide range of backgrounds, experiences, and preparation for success, but I fundamentally believe that all of them <i>can</i> be successful in my courses. I want them to believe this about themselves and to see me as a supportive coach toward that success. I also understand that success will mean something different for each of my students; it is not limited to getting an “A.” As a writing teacher, I see many students who come into my classroom with a fixed mindset about their writing skills: they either are or aren’t good writers. Being an effective writing instructor means helping students develop a growth mindset toward writing. Regardless of our starting point, we can all continuously improve our writing skills.</p> <p><i>Selected prompt: What are your immediate and future (10+ years) goals for students when teaching your subject?</i></p> <p>Many semesters, my greatest sense of achievement comes from seeing some of my students with the most fixed mindsets realize that writing is a skill they can develop with sufficient practice. Beyond realizing that they can become strong writers, I want them to see the value in doing so. In our modern world, a significant amount of our communication, regardless of field, is carried out in writing. Strong writing skills can unlock opportunities throughout their careers. It pays to develop some proficiency in writing.</p>
Identifying Your Core Value Category	Include—The behaviors in the Include category best fit with my own teaching strategies. I value using learner-centered strategies, like encouraging growth mindset

	<p>through scaffolding, feedback, and reflection, to develop self-regulation. Through the feedback I give and peer workshopping opportunities, I hope to develop trust relationships with and among students that “cultivate an atmosphere in which students experience a sense of belonging.” When students feel like they belong in a classroom, I believe the barriers to success are lowered. In this case, belonging might mean coming to see themselves as writers or as members of a writing community.</p> <p>Engage—Encouraging a growth mindset does help “ensure that students actively participate in the learning process and take responsibility for their intellectual development.” I try to facilitate adaptive learning experiences through the feedback I provide on student writing and student choice in writing assignments. While there is a certain amount of content I have to cover in class, individualized feedback allows me to focus on areas of growth particular to each student. Allowing students to choose what they write about hopefully encourages interest and passion in their topics. I’m heavily invested in helping students see the value and relevance of developing their writing skills in relation to their own interests, passions, and career paths, so I do see how Engage might be a core value for me.</p>
Draft a statement about your teaching that summarizes your core value.	I believe that being an effective instructor in my discipline means fostering a growth mindset attitude toward writing by helping students see themselves as writers and experience a sense of belonging to a classroom writing community.
Into which category does your value statement best fit?	Include
Why do you think your statement fits into this category?	Even though my value statement could fit into the Engage category, I chose Include because I think I’m most motivated by helping students think of themselves as writers, which for me translates into cultivating a sense of belonging in my classroom. We all belong there because we are all writers, and we are all engaged in improving, regardless of where we start.
Does it surprise you that your core value fits best in	Not entirely. I hadn’t considered my value through such a lens before. Reviewing the definitions on the framework helped me understand something

<p>this category? Why or why not?</p>	<p>fundamental to the way I approach teaching. I'm not sure I would have phrased it this way myself, but now that I've reviewed the framework, I have a much clearer sense of the kinds of behaviors I engage in that demonstrate my commitment to creating an inclusive learning environment and how I can document those behaviors to build this narrative.</p>
<p>Is there another category into which your core value might fit? If so, which of the two (or more) categories would you choose to represent your core teaching value and why?</p>	<p>I do think my value overlaps with elements of the Engage category because I try to incorporate adaptive learning experiences into my course through feedback and student choice in assignments. Expressing genuine concern for learning serves to engage and motivate students, but I think my primary concern for their learning stems more from the perspective of letting them know that I care about them as individuals and helping them feel like they're part of the classroom community of writers. While the behaviors might overlap the Include and Engage categories, my underlying motivations for these behaviors fall more into the Include category.</p>



Appendix C: Teaching Observation Instructor Worksheet

Prior to the scheduled observation, answer the following questions and share this sheet with the observer along with a copy of your course syllabus and calendar.

Faculty Name:	
Course Title:	
Observation Date, Time, and Location or Unit/Module:	
Students enrolled:	
Course Overview <ul style="list-style-type: none"> • How many times have you taught this course? • How has it evolved? • What are you particularly happy with? • What would you change and why? 	
Lesson/Module Overview <ul style="list-style-type: none"> • What are the outcomes for the lesson/module I will observe? • What are your plans for achieving these outcomes? • What should students have done to prepare for this lesson? 	
Requests Do you have specific questions for the observer (i.e., request for feedback on specific activities, interactions, content delivery)?	
<p style="text-align: center;">Materials attached Attach a copy of your syllabus and other relevant course materials.</p>	





Appendix D: Observation Report

Faculty observed:

Observer/ Consultant:

Course/Date/Time/Module:

of Students:

At the initiative of the instructor, the consultant conducted this classroom observation. This report is based on the consultant's review of course materials provided by the instructor (ex: syllabus, assessments, lesson plans, etc.), observations during the class period, and points raised during the debrief with the instructor.

Note for observer: Take notes on what is happening in the classroom. After the observation, review your notes and instructor-provided course materials and write summary comments on each of the CTB categories in the report form. Note that there are a range of behaviors listed in each category; not all will be identifiable in a single observation. Be sure to note CTB categories in which the instructor demonstrates particular strength as well as categories for potential growth. Schedule a meeting with your colleague to discuss the observation.

Note for observed faculty: To promote reflective practice and assist in the creation of professional development narratives, faculty should complete the "Faculty Reflection" column after the observation and before the debrief consultation. Be sure to share these reflections with your consultant.

Reflect: Instructors who reflect gather feedback on their teaching from self-assessment, students, and peers to regularly identify opportunities for growth. They pursue improvements to their instruction through professional development and research activities.

Observer Summary Comments on Strengths and Areas for Improvement

List strengths and suggestions for growth. Note categories in which the instructor demonstrates strengths or on which the instructor might focus for improvement.

Instructor Summary

After reviewing your reflections and making notes on individual CTB categories, summarize your reflection. Note categories in which you demonstrated strengths and areas on which you might focus for improvement. Indicate what steps you will take to grow in the future.



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Critical Teaching Behaviors¹ Categories and Definitions	Instructor Reflection Narrative examples and evidence of behaviors.	Observer Notes Examples and evidence of instructor behaviors and student responses.
1. Align: 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.		
1.1. Aligns content, assessments, and activities with outcomes 1.2. Communicates course, module, lesson, and/or assignment outcome(s) at each stage of learning 1.3. Emphasizes connections of course concepts and skills across lessons, learning units, and courses 1.4. Presents content and activities at multiple, appropriate levels of engagement and challenge 1.5. Activates prior knowledge 1.6. Uses time effectively and efficiently towards achievement of outcomes 1.7. Communicates course policies and expectations (e.g. states policies in the syllabus, posts introduction video, etc.)		
2. Include: 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.		
2.1. Removes barriers to success by designing activities and materials with equitable access and representation in mind (e.g. posts mobile-friendly materials, makes online activities available for asynchronous learning, adopts low- or no-cost materials, provides alternate options for activities etc.) 2.2. Recognizes and accommodates diversity of student needs and circumstances 2.3. Selects activities, examples, and materials with respect for all students and viewpoints 2.4. Builds student-instructor and student-student relationships and trust (e.g. posts instructor welcome video and/or bio and asks students		

¹ This worksheet is based on the Critical Teaching Behaviors (CTB) framework, which provides a set of observable, evidence-based instructor actions proven effective in increasing student learning gains and retention. The report provides an overview of the six categories of Critical Teaching Behaviors and lists select examples of concrete instructor actions in each category. This is not an exhaustive list of behaviors nor will all behaviors listed apply to every course or teaching style; feedback on strategies observed—including unlisted strategies—demonstrating one of the six Critical Teaching Behaviors will be noted in written comments.

<p>to do the same, uses student names, makes time to be available, cultivates approachable persona, etc.)</p> <p>2.5. Invites student questions, examples, and experiences and listens carefully when students speak</p> <p>2.6. Uses learner-centered strategies in course design and delivery to promote student agency and self-regulation</p> <p>2.7. Connects students with campus and learning support resources</p>		
<p>3. Engage: 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>3.1. Establishes regular and open communication</p> <p>3.2. Encourages participation of all students by using varied active learning strategies (e.g. asks questions and allows appropriate wait time; uses group work, writing activities, discussions, problem solving, etc.)</p> <p>3.3. Explains content with examples, demonstrations, visual aids, anecdotes from personal & student experiences, etc.</p> <p>3.4. Incorporates current research in the field to stimulate discipline-specific critical thinking</p> <p>3.5. Designs course activities to intentionally promote student-instructor, student-content, and student-student engagement</p> <p>3.6. Shows enthusiasm for course content and clarifies its relevance and importance</p> <p>3.7. Speaks clearly and varies tone to emphasize important material and maintain interest</p>		
<p>4. Assess: 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>4.1. Includes assessment and grading policies in syllabus</p> <p>4.2. Schedules regular summative assessments to measure student progress towards outcomes</p> <p>4.3. Embeds formative assessments and opportunities for self-assessment in instruction</p>		

4.4. Assigns a range of assessments to allow students to authentically demonstrate learning 4.5. Communicates purpose, task, and criteria for assessments 4.6. Scaffolds assessments (e.g. breaks large or complex assignments into smaller tasks, provides opportunities for practice with feedback, etc.) 4.7. Provides timely, constructive feedback to students		
5. Integrate Technology: 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.		
5.1. Integrates limited technologies to enhance student learning (e.g. uses polls, audio-visuals, collaborative tools, reactions and chat features, etc.) 5.2. Organizes online course materials transparently (e.g. logically organizes materials into units, designs content and tasks to be easily accessible, posts video showing organization of online materials, demonstrates where to find relevant materials, etc.) 5.3. Designs synchronous and asynchronous course components to complement each other 5.4. Ensures materials and tools meet requirements of ADA, FERPA, and other regulations 5.5. Creates multimodal course media including text, visuals, audio, and video 5.6. Uses technology effectively and efficiently (e.g. operates technology knowledgeably, creates visuals and presentation materials that are easily readable, etc.) 5.7. Trains students to use instructional technology and provides support		

Appendix E: CTB Observation

Process Introduction and Overview

What is the Critical Teaching Behaviors (CTB) Framework?

- The Critical Teaching Behaviors (CTB) framework synthesizes research on teaching in higher education into six categories of evidence-based instructor behaviors proven effective in increasing student learning gains and retention.
- A focus on **observable behaviors and strategies** allows instructors and observers to identify concrete strengths and areas for improvement in course delivery and design.
- The CTB framework provides faculty, staff, and administrators with a foundation for **determining shared expectations** for good teaching and **using a common language** to showcase, discuss, and evaluate teaching effectiveness.

How can I use the CTB Observation Worksheet?

The observation worksheet provides an overview of the six categories of Critical Teaching Behaviors and lists select examples of concrete instructor actions in each category.

- **Strategies listed in each category are intended to provide examples rather than serve as an exhaustive list;** observers will likely identify other strategies that can serve as evidence of achievement in the six Critical Teaching Behaviors.
- **It is not expected that instructors demonstrate all strategies listed in every single class.** However, it is important that behaviors from most, if not all, categories are present in the class period/module observed and that they are well integrated into the outcomes and flow of the class/module.
- In addition to feedback from others, **the process of critical self-reflection can lead to improved teaching.** To encourage this behavior, the worksheet is designed to serve as a conversation starter between colleagues that considers both the observer's notes from the classroom and the instructor's reflections on the class observed.
- Teaching Observations are an important source of data for evaluating effective teaching; however, **documentation of teaching quality should be comprehensively based on multiple sources of data.**

Recommended Peer Observations Process

Recommendations for the observer

- **Prior to observation:** Ask the instructor to share their course syllabus and complete a reflection on the course (see Observation Instructor Worksheet). Review their notes. Be familiar with the CTB categories and possible strategies in each area.
- **During the observation:** Take notes on what is happening in the classroom. Consider bringing a copy of the CTB observation form to prompt your note taking.
 - How is the instructor presenting information?
 - Are students engaged in learning? Are they attentive?
 - What do the instructor's and students' behaviors indicate about the learning environment in this course? How does the environment feel?
 - How does the instructor use technology?
 - How do class structure and activities support each other and prepare students to perform desired tasks?

- How does the instructor know students achieved the learning outcomes for the lesson (assessment)?
 - Jot down any questions you want to ask the instructor – what additional information do you need?
- **For online observations:** Review the Course Orientation, Welcome, or Introduction module and the module indicated for review on the instructor worksheet. Use the CTB observation form to take notes on the structure, presentation, and content of modules as well as student-student and student-instructor interactions.
- **After the observation:** Review your notes and write organized comments on each of the CTB categories in the report form. Be sure to note CTB categories in which the instructor demonstrates particular strength as well as categories for potential growth. Schedule a meeting with your colleague to discuss the observation.

Recommendations for the instructor:

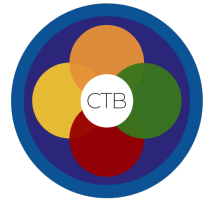
- **Prior to the observation:** Share a copy of your syllabus and your reflection on the course (see Observation Instructor Worksheet) with the observer and any additional materials you would like your observer to have (i.e. lesson plan, student worksheets, etc.). Familiarize yourself with the CTB categories and strategies in each area.
- **During the observation:** Relax! Teach the class as you would normally to ensure a realistic observation.
- **For online observations:** Record your reflections on the Course Orientation, Welcome, or Introduction module as well as the module selected for review. What are you proud of? What would you do differently in the future?
- **After the observation:** Reflect on the class – What went well? What would you do differently in the future? Write reflective comments for each of the CTB categories.

Follow-Up Discussion

- Allow time for both instructor and observer to share their thoughts on the observation. Address any questions.
- Discuss a professional development plan based on both the strength and improvement areas. Determine 2-5 concrete action steps; these may include ideas for relevant professional development options, strategies to incorporate in future classes, recommendations for strategies to continue using, etc.
- Observer should update the last box on the report form based on the discussion and share a final version with the instructor. The instructor may choose to include the observation worksheet in their portfolio as one component towards documenting effective teaching.

Notes on Evaluative Observations

- For Evaluative Observations it is especially important to use **common standards and expectations** to increase the fairness of reviews; the CTB framework provides such a tool to define these.
- When using the CTB framework for evaluative purposes, we recommend following the same observation process outlined above to ensure that instructors have a chance to self-assess, receive feedback, and reflect on appropriate professional development goals to promote growth.
- The final report of an evaluative observation will likely emphasize the summary of observed strengths and weaknesses more heavily than specific observations and instructor reflections to increase its readability for an audience beyond the instructor and observer.



Appendix F: Midterm Student Feedback Survey

Instructor:

Course Title:

This survey will take approximately 5 minutes to complete.

This student feedback survey is conducted at the request of your instructor. Please take time to provide your honest and specific feedback on the following questions. If possible, include examples and explanations of your comments. Make sure to keep comments professional and constructive.

Your feedback allows faculty members to reflect on their teaching, learning activities, and course structure. This reflection provides an opportunity to resolve miscommunications and/or make changes to positively affect learning.

1. What's working well in this class? What are the strengths of the class and which aspects are having a positive impact on your learning?
2. What's not working so well in this class? What specific changes could be made to improve your learning experience in this class?

When you finish this page, proceed to the questions on the back.



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Instructions:

How often does the instructor exhibit the following behaviors

1 = Never

2 = Rarely

3 = Sometimes

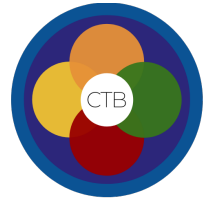
4 = Frequently

5 = Always

The instructor:

Explains how assignments, lessons, and course activities help you develop knowledge and skills related to course goals.	1	2	3	4	5
Gives exams and assignments that reflect course readings, lectures, and class activities	1	2	3	4	5
Shares course materials on the online learning platform in a way that makes it easy to find and access them.	1	2	3	4	5
Uses technologies and/or apps that enhance your learning and experience in the course. <i>(e.g. list some of your campus technologies, including LMS)</i>	1	2	3	4	5
Makes you feel like an important and valued member of the class community.	1	2	3	4	5
Conducts activities with respect for all students and viewpoints.	1	2	3	4	5
Encourages participation from all students by incorporating a range of activities such as time for questions, meaningful individual activities, small group activities, and/or discussions.	1	2	3	4	5
Connects content to current research in the field and/or real-life applications/ examples.	1	2	3	4	5
Provides regular opportunities to help you assess your learning (quizzes, homework, discussions, project drafts, etc.).	1	2	3	4	5
Gives timely and specific feedback that helps you improve on future assignments.	1	2	3	4	5

Provide any necessary clarifications in the open response fields on the previous page.



Appendix G: Midterm Student Feedback Report

Instructor:

Students attending:

Course/Date/Time:

Consultant:

At the initiative of the instructor, the consultant conducted this mid-semester student feedback. A total of **X** students participated.

Feedback Process

Students responded individually to the open-ended and Likert-scale questions indicated below.

The consultant then conducted a whole-class debrief where students shared feedback. The consultant asked clarification questions as appropriate and requested all students in the class demonstrate their agreement or disagreement with statements by a show of hands. General comments were recorded and included in this report.

Individual student responses to survey questions are summarized below and representative comments are included verbatim.

Feedback Summary

1. What's working well in this class? What are the strengths of the class and which aspects are having a positive impact on your learning?
2. What's not working so well in this class? What specific changes could be made to improve your learning experience in this class?



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Frequency of Teaching Behaviors

In this portion of the feedback session, students used the following scale to give feedback on the frequency with which the instructor exhibits the below teaching behaviors:

1 = Never

2 = Rarely

3 = Sometimes

4 = Frequently

5 = Always

The table indicates the average, frequency each rating was selected on the scale, and total number of responses for each item.

Item	AVG	1	2	3	4	5	#
Align Instructors who align components of learning experiences start with clearly defined learning outcomes. Teaching and learning activities, assessment tasks, and feedback build on each other to support student progress towards these outcomes.							
Explains how assignments, lessons, and course activities help you develop knowledge and skills related to course goals.							
Gives exams and assignments that reflect course readings, lectures, and class activities							
Integrate Technology Instructors who integrate technology responsibly use tools to provide access to high quality instructional materials and accessible, engaging learning opportunities beyond traditional barriers of place and time.							
Shares course materials on the online learning platform in a way that makes it easy to find and access them.							
Uses technologies and/or apps that enhance your learning and experience in the course. (e.g. list some of your campus technologies, including LMS)							
Include Instructors who create an inclusive learning environment plan for student diversity by utilizing accessibility standards when designing and delivering content. They cultivate an atmosphere in which students experience a sense of belonging conducive to emotional well-being for learning.							
Makes you feel like an important and valued member of the class community.							
Conducts activities with respect for all students and viewpoints.							
Engage 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.							
Encourages participation from all students by incorporating meaningful individual and/or small group activities in the classroom and/or online.							
Connects content to current research in the field and/or real-life applications/ examples.							

Assess

Instructors who integrate assessment into their teaching develop and facilitate transparent, meaningful, assessment tasks to provide students with timely feedback on their learning and measure achievement of learning outcomes. They regularly review data to improve instruction.

Provides regular opportunities to help you assess your learning (quizzes, homework, discussions, project drafts, etc.).

Gives timely and specific feedback that helps you improve on future assignments

Reflect

Reflect: Instructors who reflect regularly gather feedback on their teaching from self-assessment, students, and peers to identify opportunities for growth. They pursue improvements to their instruction through professional development and research activities.

Professional Development Plan

Based on feedback from students and the debrief conversation, how will you follow-up with students about the insights provided? What steps do you plan to take to enhance teaching strengths and address areas for improvement?

Appendix H: Peer Observation Email Templates

These email templates are intended to help observers communicate the CTB process to faculty requesting peer observations. They may be used as written or adapted as you see fit.

Pre-observation Email

Dear [insert name],

Thank you for your interest in a teaching observation. This email provides an overview of the observation process.

Your voice is a critical component of a teaching observation. As such, the steps below ask that you complete a pre-observation worksheet. After the observation, you will be asked to complete a reflection for me to include in the final report. I rely on the information you provide to gain a holistic perspective on your teaching and write a more complete report.

Please review the steps below and associated documents. Let me know if you have any questions.

1. Familiarize yourself with the [CTB Peer Teaching Observation Instructions](#) (*hyperlinked to instructions*).
2. [Complete and share the brief Instructor Worksheet](#) (*hyperlinked to the Google doc*) by making an editable copy of the Google doc.
3. Review the CTB Observation report form and (optional) identify one or two categories in which you would like to receive targeted feedback.
4. Share your syllabus and any other course materials relevant to the observation.

If you prefer to discuss your responses to the worksheet in-person, I'm happy to meet before the observation.

Post-observation Email with Instructions for CTB Reflection

Dear [insert name],

Thank you for inviting me to observe your class. As I mentioned in my previous email, your voice is a critical component of the observation process. In the next two days, please share the following information with me:

1. Your responses in the [reflection column of the peer observation report form](#) (hyperlinked to Google doc) by making an editable copy of the Google doc.
2. Summarized strengths, potential growth areas, and any plans for professional development related to your teaching in the "Reflect" box.
3. A few times in the next week that work for a debrief conversation.

I will begin writing my report only after you share your reflections with me. The insights you share in your reflection allow me to get a more complete picture of your teaching, affirm your own impressions of your teaching, and share resources relevant to your areas of interest and growth.

When you share your reflection document, please also provide a few meeting options to allow us to schedule a time to debrief your report.

Best,

Appendix I: GIFT Templates

Like the Peer Observation templates, the information below may be used as is or adapted to meet your personal preferences.

Pre-GIFT Email

Dear [insert name],

I'm following up on your interest in a mid-semester student feedback session. To get your session scheduled, please confirm the following information:

1. Course title and number
2. Preferred date(s) for the session
3. Course start and end time
4. Preferred timing for my visit (beginning or end of class)
5. Meeting location
6. Number of students
7. Preferred dates/times for a debrief conversation

If you would like feedback on some specific aspect of the course, please include that in your response as well.

Budget about 20 minutes to allow sufficient time for students to discuss their responses. Courses of more than 40 students may take closer to 25 minutes. Below, I provide a brief overview of what will occur during the session:

- After introducing me, you will leave the room to ensure anonymity of responses.
- I will explain that you have voluntarily requested feedback to help improve the student experience in your course and let students know that the process is completely anonymous on their end.
- For the first 5-7 minutes, students will work individually to complete the feedback survey provided. The survey asks a few quantitative questions about the frequency of teaching behaviors as well as the following qualitative questions:
 - What's working well in this class? What are the strengths of the class and which aspects are having a positive impact on your learning?

- What's not working so well in this class? What specific changes could be made to improve your learning experience in this class?
- With our remaining time, I will invite students to share their responses to the qualitative questions and record them on the board. After each statement, I will ask students to demonstrate, by show of hands, how many of them agree.
- I will thank them for their time and either invite you back into the room or dismiss them.

If you have any questions about this process or would like me to gather input on something specific, please let me know. I'm happy to discuss further by email or a short meeting.

Sample GIFT Bias Statement

To reduce biases in feedback, we recommend sharing some version of the following statement with students before administering the GIFT survey. Adapted from the University of Georgia's Center for Teaching and Learning.

Student evaluations of teaching play an important role in the review of teaching and learning. Research shows student evaluations of teaching are often influenced by unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned. To help reduce the effect of bias in your feedback, please focus on the content and delivery of the course (assignments, readings, in-class teaching strategies, online materials, sense of belonging, instructor availability and responsiveness) rather than the static factors the instructor cannot control (identity, appearance, personality, or location of origin).