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| **Align**                 | 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 | - 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**               | 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 | - 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**               | 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 | - 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

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| **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 | ● 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 | ● 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 | ● 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 |