CAHNRS Teaching Assessment Matrix

Assessment Category	Performance Exceeds Expectations (In Addition to Requirements for "Performance Meets Expectations")	Performance Meets Expectations	Performance Needs Improvement
Professionalism, Evidence of Enhancing the Learning Environment	• Mentors other colleagues regarding teaching or student engagement issues. • Collaborates with other units regarding teaching efforts and/or program delivery. • Chairs a teaching committee. • Regularly participates in professional development activities to improve teaching.	• Completes teaching responsibilities, such as grading, response to student inquires, notifies students that course evaluations are accessible etc., in a timely manner. • Exhibits respectful relationships with colleagues, staff and/or students. • Is available during set office hours, or is accessible to students. • Serves as the primary coordinator, lecturer or facilitator of classroom delivery responsibilities. • Fully engages with students.	• Does not complete teaching responsibilities, such as grading, response to student inquires, notifies students that course evaluations are accessible, etc., in a timely manner. • Does not maintain respectful relationships with colleagues, staff and/or students. • Is not available for office hours, or is available to students on a very limited basis. • Cancels class often, has an unacceptable number of guest lecturers, or avoids classroom delivery responsibilities. • Avoids engaging with students.
Advising, Mentorship, Participation in Student Activities and Development	• Initiates, advises and leads student programs. • Provides mentorship to other faculty concerning student advising or teaching issues. • Participates on student committees. • Participates in recruiting efforts for CAHNRS. • Participates in and provides professional development opportunities through teaching workshops, TA workshops, etc.	• Fulfills mentorship and committee responsibilities for students. • Meets regularly with students, monitors progress, and provides supportive guidance. • Is engaged in departmental advising or mentoring activities. • Participates in advising activities beyond the department. For example serves as a student mentor, advises at SALC, or mentors student organizations. • Participates in student recruitment efforts for the department. • Actions align with departmental and/or university policies.	• Little to no participation in student advising activities. • Does not participate in mentoring, reviews or committees involving students. • Little or no engagement in student activities. • Does not participate in committees or reviews for other teaching faculty. • Provides non-useful, non-supportive or poor guidance or advice to students. • Actions do not align with departmental and/or university policies.

Assessment Category	Performance Exceeds Expectations (In Addition to Requirements for "Performance Meets Expectations")	Performance Meets Expectations	Performance Needs Improvement
Classroom Teaching*	• Teacher solicits regular student feedback and continually utilizes feedback to enhance teaching and course curricula. • Teacher investigates, evaluates and discerningly uses innovative instructional technologies in an effort to improve student learning of course material. • Teacher investigates, evaluates and discerningly uses alternate delivery methods or learning opportunities (i.e. service learning, collaborative learning, authentic problem-solving etc.) in an effort to improve student learning of course material. • Teacher actively participates in efforts to evaluate or improve the department's teaching program such as developing curriculum, creating advising protocols, developing articulation agreements, creating instructional materials, etc. • Teacher participates in developing methods for assessing student learning or instructor effectiveness.	• Course learning goals are made evident to students and/or are published in the course syllabus. • Course learning goals align with course curriculum. • Pedagogy aligns with course goals or with course curriculum. • Teacher implements an assessment strategy for determining whether the course curriculum successfully supports students in achieving the course learning goals. • Assessment strategies and evaluation criteria for student performance in all aspects of the course are made evident to students. • Teacher provides regular feedback to students as part of assessment strategy. • Teacher encourages students to participate in the course evaluation process. • Teacher is responsive to student feedback to enhance teaching and course curricula. • The course content maps easily to one or more of WSU's Six Goals of the Baccalaureate.	• Course learning goals are not made evident to students and/or are not published in the course syllabus. • Course learning goals do not align with course curriculum. • Pedagogy method does not align with course goals or with course curriculum. • Teacher does not implement an assessment strategy for determining whether the course curriculum successfully supports students in achieving the course learning goals. • Assessment strategies and evaluation criteria for student performance in all aspects of the course are not made evident to students. • Teacher does not provide regular feedback to students as part of an assessment strategy. • Teacher does not encourage students to participate in the course evaluation process. • Teacher is not responsive to student feedback to enhance teaching and course curricula. • The course content does not map to any of WSU's Six Goals of the Baccalaureate.

Assessment Category	Performance Exceeds Expectations (In Addition to Requirements for "Performance Meets Expectations")	Performance Meets Expectations	Performance Needs Improvement
Scholarship of Teaching**	• Literature used to stimulate and guide innovations and to assess impacts in teaching and learning. • Presents and/or publishes original research regarding the scholarship of teaching. • Supports and trains others to enhance research and practice for teaching and learning. • Procures teaching grants.	• Adopts some practices reported in the literature to improve teaching and learning. • Plans or conducts some research that may contribute to the literature on teaching and learning. • Regularly collaborates with others on teaching innovations or curricular development.	• Literature on teaching and learning is not used to guide innovation and teaching improvement. • Conducts little or no original research in teaching and learning; rarely shares results with others. • Rarely collaborates with others on teaching and learning innovations or curricular development.

*Explanation of Terms:
- Learning Goals: These are the goals you have for what students will learn to do, or to understand, or to know about as a result of taking your class.
- Course Curriculum: This is the content of your course; for example, the readings, activities, assignments, and presented materials.
- Pedagogy: This is the method you use to "deliver" or "teach" the content; for example, do you lecture, have students work in groups, provide them on-line interactions? Engage in authentic problem posing and solving? Do you provide your students learning opportunities through direct instruction, modeling, experience, or a combination thereof? Is your style didactic (traditional "sermon" or lecture), dialogic (interactive and conversational) or dialectic (allowing for argument and debate)?
- Assessment: This is the measurement you use to determine to what extent students have met your course goals.
- Alignment: This is the degree to which there is logical consistency between what you want your students to learn, what you ask them to do in the pursuit of that learning, the pedagogical approach you employ, and the methods or criteria you use to assess them.
- WSU's Six Goals of the Baccalaureate: These are broad skill or knowledge domains as defined by the President's Teaching Academy. The Six Goals are: Creative and Critical Thinking; Quantitative and Symbolic Reasoning; Information Literacy; Communication; Self in Society; and Disciplinary Specialty. For more details on these goals see oue.wsu.edu.

**Partially extracted from "A Guide to Scholarship in Teaching and Learning", President's Teaching Academy and the Center for Teaching, Learning & Technology, Washington State University (2006).

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