Essential Teaching Competency A: Exemplify Learning Behaviours that I am Teaching Others

Outcomes	Indicator	4	3	2	1
A.1 Respond to diversity in worldview, position, and power	**A. 1.1** I reflect on personal power and position, and develop strategies for power sharing and choices for students	I purposefully select ways to share power with students and give choices to students that evolve their own ability to share power or use effective strategies. My students get to choose between ways they could be assessed.	I can describe my personal power and position and explain implications this has for my teaching. I can name possible strategies to use to share power. I provide some choice within an assessment.	I can describe my personal power and position. I recognize students' personal power and position. I acknowledge that my position as an educator comes with inherent power.	I have not considered the relationship between my personal power and position and the implications this has for my teaching. I am not familiar with strategies for sharing power with students or creating choices.
	A. 1.2 I value perspectives and worldviews different from my own	I integrate and communicate the value of different worldviews and perspectives into course content and lessons. I demonstrate skillful perspective taking when facilitating learning activities.	I describe implications of taking different worldviews and perspectives on instruction and course content. I participate intentionally in activities that promote diverse perspectives.	I describe different worldviews and perspectives and indicate their importance. I participate passively in activities that promote diverse perspectives.	I primarily instruct from my own worldview and perspective. I reference the perspectives that have been historically valued by my discipline.
A.2 Communicate effectively	**A.2.1** I use strategies to encourage and foster open and healthy dialogue among my students	My course requires students to purposefully select and use strategies for communication in response to context and audience almost every time the class meets. I encourage all members to speak, and weave student responses and questions easily into the flow of the discussion or discussion board. We have set norms or expectations for good dialogue together.	I give students regular opportunities to exchange ideas, facts, and perspectives with each other. I describe what I expect so we will have open and healthy dialogue. I use a variety to strategies to have students share ideas in small and large groups.	I ask my students questions that are phrased clearly, but don't spark extended discussion. A few students participate regularly, some students occasionally, and others never participate. Students do not need to participate to do well in the course.	I give my students occasional opportunities to interact and invite questions. I work to ensure interactions are appropriate.
	A.2.2 I purposefully select and use strategies to communicate inclusively and responsively with my students	I offer content and teach skills in a way that is accessible in a variety of formats and paces, and that uses accessible language. I make changes in what or how I communicate to include more students as I get to know them and communicate why they are important to what we learn.	I communicate clearly in written, spoken, and visual forms and use inclusive language to create belonging for most students in my class. I clarify what disciplinary language means and make efforts to accommodate students' different communication needs beyond the legally required minimum as described by AES.	I communicate clearly in at least two of: written, spoken and visual forms, and make my expectations of my students clear to them. Communicating that I wish to adapt my presentation or teaching to accommodate students with different learning needs is not a priority for me.	At times, my students may struggle to understand what I am trying to teach and ask for clarification. When that happens, I try to explain more slowly or clearly.

Essential Teaching Competency B: Strive for Excellence in Course Design and Teaching

Outcome	Indicators	4	3	2	1
B.1 Design courses with constructive alignment	**B.1.1** I create outcomes that are active, and have all three parts (active verb, content, and context)	My outcomes are consistently active and have all three parts when used in my teaching and planning. I demonstrate integration of my outcomes across the course.	My outcomes are consistently active and have all three parts when used in my teaching and planning.	I have some active outcomes with all three parts, but there are times where what students would need to demonstrate is vague.	My outcomes have some parts (but not all three consistently), are rarely active, and are not consistently applied across my course.
	B.1.2 I select active and engaging instructional strategies aligned to an outcome and intended assessment	My planned activities are aligned with outcomes and assessment. Instructional activities are specifically designed to help students achieve them through authentic means.	I have activities or content aligned to the outcomes and assessment and they are specifically designed to help students achieve them.	The connections I have made between the outcomes, assessments, and activities are vague at times. Sometimes my activities are not connected to an outcome or assessment, or outcomes or assessment are not connected to activities.	My instructional activities are often similar, and my planning is focused more on what the educator covers than what students learn.
	B.1.3 I select assessment strategies aligned to a self-generated outcome	I describe multiple ways a specific outcome is assessed, including both formative and summative assessments.	I select an assessment strategy that provides evidence that students have successfully learned the outcomes.	I describe the relationship between the lesson content and assessment content clearly, but the relationship to the outcome is vague.	I do not include assessments in my lesson(s) or the outcome is difficult to assess.
B.2 Design lessons to promote learning	**B.2.1** I chunk, sequence, and scaffold essential content and skills	I deliberately break essential content and skills into chunks and teach them in a sequence students can logically follow which is consistent with outcomes and assessment. I design activities and resources to help students learn the identified hardest elements.	I organize essential content and skills in a logical order that is consistent with outcomes and assessments. More of my time is focused on the harder elements. I design some activities and resources to help students learn essential skills and knowledge at points of difficulty.	I create a plan for coverage of content and skills and that builds on content and skills that were taught prior. It is not clear why the specific content and skills were selected, and others were rejected.	I introduce content and skills in the order that I was given it or the text presented it, and it is planned based on large blocks of instructional time. It is likely there will be too much or too little content, and it may be unclear to students what is important.
	B.2.2 I design to engage diverse learners	My lesson design integrates diverse learners based on what I continually learn about them and their contexts. To help me get this right, I provide room for their choice and voice, and I integrate diverse worldviews and perspectives.	I adapt my lesson design to be inclusive of diverse learners based on what I learn about my learners. I include diverse world views and perspectives and provide opportunities for students to share their own world views and perspectives.	I make an effort to learn about my learners and their contexts and I leave room in my lessons for them to share their world views. I am not yet sure how to adapt my lesson design based on what they share and what I learn.	I am not comfortable conducting analyses of my learners or their contexts, and I do not know how I would include diverse world views in my lessons.
B.3 Use effective instructional approaches given the outcomes,	**B.3.1** I use formative assessment to inform and adapt course/lesson design	As I am teaching, my students are practicing and getting feedback. Sometimes I will reteach an element or change my pace based on what I observe. I know how well I have taught each lesson based on what my students could do while I taught.	As I am teaching, my students are doing activities that tell me what they are understanding. I shape some parts of my lesson as I go, based on what my students understand and do.	My lessons alternate between learning new information and checking to see what students have understood. If too many people are confused, sometimes I reteach in another class.	My lesson plan is about the content I teach. I don't really make changes based on what my students do, except to answer questions.

context, and learners	B.3.2 I purposefully use a wide range of accessible communication strategies that make it easy for my students to understand what I am teaching	I identify student needs and create clear and varied oral, visual, and written communication to fit the purpose. I follow accessibility standards when creating or modifying strategies and materials.	I communicate verbally, visually, and in written form to promote student learning and clarify as needed when students do not understand what I am teaching.	My communication does not cause issues, but it does not actively promote student learning. Almost all my communication strategies are similar.	I use the same modes of communicating regardless of audience or purpose, even when the method causes problems.
	B.3.3 I identify potential solutions to prevent and respond to classroom management problems	I purposefully design my lessons to anticipate issues with structure or expectations, and clarifications during classes are timely and effective.	I design lesson plans to have routines, structure, or clear expectations. When issues arise, I have a response planned.	I consider possible classroom routines, structure, or clear expectations in planning for my class.	I respond to issues as they arise in my classroom.

Essential Teaching Competency C: Enhance Continuously

Outcome	Indicators	4	3	2	1
C.1 Begin to clarify and refine a teaching philosophy	C.1.1 I articulate personal beliefs and assumptions about "good teaching"	I identify and question assumptions about learning, articulate the difference between values and actions, and describe specific actions I take in the classroom that align with my beliefs and values about good teaching.	I describe actions I take in the classroom and the beliefs about good teaching that guide my actions. Assumptions I have about learning are noted but not questioned or backed up by evidence.	I state general values and beliefs about teaching but do not describe specifics for how these are enacted in my classroom.	I describe what others have done, value, or believe about good teaching.
	C.1.2 I set measurable goals for developing my teaching practice, guided by evidence	I set measurable and achievable goals for development in my teaching that are informed by evidence and diverse sources of feedback on teaching.	I set goals for development in my teaching that are informed by evidence and past feedback on teaching.	I set goals for my teaching development without connecting them to evidence or feedback on teaching.	I express intent but have not yet developed goals to guide my teaching development.
C.2 Make appropriate changes based on feedback		My responses to feedback on my teaching accept agency. Evidence shows clear improvement over time through actions broken into achievable chunks.	My responses to feedback on my teaching indicate agency, are specific and likely to improve teaching over time.	My responses to feedback on my teaching indicate some agency, are general and actions may not be strategic.	My responses to feedback on my teaching are general or not actionable.

Evidence and Justification of Your Evidence

As you gather your evidence and put it together into a portfolio, ensure for each new indicator you have:
- Listed the **indicator** (number and description)
- **Ranked** your evidence *based on the criteria description*

Portfolio Evidence	4	3	2	1
Evidence: Demonstrate evidence of your teaching practice	I have evidence that demonstrates variety of perspectives or depth for each indicator. I have provided a description and context for my evidence that is specific and clearly explained and alignment with the indicator is clear. My evidence illustrates changes and improvements that reflect my competency development over time.	Most of my evidence demonstrates **variety** of perspectives or **depth**. I have provided a description and **context** for my evidence; **alignment with the indicator is clear**.	Most of my evidence is cursory and from a single perspective. The same evidence is used many times in different categories. I have not provided a clear description and context for my evidence. Alignment with the associated indicator is not always clear.	I have evidence missing in some areas or my evidence is misaligned with the associated indicator. I have not provided context for the evidence that is provided.
Justify: Provide a self-assessment of the effectiveness of your current teaching practice of based on evidence	My self-assessments refer to evidence of my current teaching practice and my justification of my evaluations of effectiveness are insightful and clearly informed by criteria in the rubric.	My self-assessments refer to evidence of my current teaching practice. **I justify my evaluations of effectiveness with a description informed by criteria in the rubric**.	My self-assessments refer to evidence of my current teaching practice, but do not clearly justify evaluation of current effectiveness.	My self-assessments do not refer directly to evidence and do not inform evaluations of my current effectiveness.