DARTMOUTH
TEACHING & LEARNING

Dartmouth Teaching Evaluation Framework

There are seven dimensions of effective teaching. Effectiveness within each dimension can be evaluated based on observable indicators that are supported by educational research. Examples of these indicators are provided below. Please note that these example indicators are *not exhaustive*, and that indicators of effectiveness vary by context–by discipline, department, institution, and culture–and evolve over time.

Dimension	Example Indicators	Evaluated through
Outcomes, Content, & Alignment This dimension reflects best practices in course design, and the transparency of those design decisions in course materials. In addition to aligning course outcomes with assessments, course content should be appropriate for the student audience, reflect diverse perspectives, and should be made available in accessible formats (Ambrose, 2023a, Biggs 2012).	• Course outcomes are specific, observable, and measurable. • Activities, assignments, and assessments are aligned with course outcomes. • Course information, materials, and resources are organized, accessible, and easy to find.	Peer Observation Self Evaluation Student Evaluation
Teaching Practices This dimension reflects effective classroom teaching practices including the organization of individual sessions and the overall course, in-class facilitation, appropriate use of educational technology resources, and communication around assessment of student work (Ambrose 2023a, Biggs 2012, Wiggins, 2012).	• Class sessions are well-organized and engaging. • Instructor uses a variety of accessible learning experiences, modes, and media. • Instructor provides timely, relevant feedback on student work and learning.	Peer Observation Self Evaluation Student Evaluation
Class Climate This dimension emphasizes the importance of creating and maintaining an inclusive and respectful learning environment that is marked by open communication, mutual understanding, and the welcoming of difference (Ambrose, 2023b, Biggs 2012, Kirby and Thomas, 2022).	• Instructor provides opportunities for building class rapport–before, during, and after class time and in office hours. • Instructor encourages student contributions, choice, mistakes, and feedback as critical to the learning process. • Instructor models and teaches students how to engage respectfully across diverse perspectives.	Peer Observation Self Evaluation Student Evaluation

Dimension	Example Indicators	Evaluated through
Student Outcomes & Perceptions This dimension demonstrates the relevance of the way students think and feel about the course in areas known to impact engagement and motivation. For example, students are more likely to be active participants and find success in a course if they feel that the instructor is fair and approachable and the course design is equitable and clear (Ambrose 2023a, Biggs 2012, Kirby and Thomas, 2022).	• Students indicate feeling welcomed and supported as a member of the class community. • Students can articulate how they are progressing toward the course's learning objectives. • Students value the feedback they receive and use it to further their learning.	Student Evaluation
Reflection & Iterative Growth This dimension affirms the importance of reflection and iterative growth in the practice of teaching: an instructor's teaching philosophy and associated approach, reflective practice, response to feedback and commitment to improvement of teaching (Biggs 2012, UCLA Teaching & Learning Center, 2025).	• Instructor can explain their approach to course design and teaching, including student engagement and assessment. • Instructor makes pedagogical choices that are aligned with their articulated educational values. • Instructor reflects on their teaching and incorporates feedback to make iterative changes over time.	Peer Observation (longitudinal) Self Evaluation Student Evaluation (longitudinal)
Mentoring & Advising This dimension characterizes the instructor's guidance of students in formal and informal advising and mentoring relationships, in terms of philosophy, practice, and reach (Cordie et al. 2020).	• Mentor draws from evidence-based approaches of effective mentoring. • Mentor is respectful and supportive of mentees' diverse goals and values. • Mentor demonstrates a strong grasp of Dartmouth's academic programs and available resources.	Self Evaluation Mentee Evaluation
Service, Scholarship, Community, & Professional Development This dimension measures how the instructor engages with and contributes to the broader teaching community, both on and off campus. It reflects a maturation of teaching skills to the point where the instructor effectively models and shares from their expertise (Berk, 2005).	• Instructor engages in discussions and professional development about teaching practice within and beyond their department. • Instructor participates in efforts to improve teaching including curricular development, mentoring, and/or committee work. • Instructor contributes to scholarly publications, grant applications, and/or projects related to teaching.	Self Evaluation

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