

**BYU Rank and Status Performance Standards
Correlated with the Three Pillars of Effective Teaching**

This document demonstrates how the Three Pillars of Effective Teaching with their guiding questions correlate with and operationalize the performance standards for teaching in the BYU Rank and Status Policy. The performance standards serve as the basis for the evaluation of teaching. The Three Pillars of Effective Teaching include: Student Learning, Learning Environment, and Processes of Improvement. The three sections are color-coded to match the graphic.



Performance Standards—3.2 Teaching

Teaching that results in significant student learning is, and should be, the most important activity of university faculty. Faculty members should engage, therefore, in continuous and ongoing efforts to become more effective teachers. Effective teachers are eager learners who imbue their teaching with the excitement of learning. They master the content of their courses and stay current in the literature and practices of their disciplines. Seeing all students as capable learners, they adapt their pedagogies to maximize learning, set clear expectations, and help students perform at high levels. They create clear and appropriate learning outcomes, employ effective learning activities, and design assessment instruments that are valid measures of student learning. The learning environment they create is inspiring, positive, supportive, inclusive, and motivating. They evaluate student work in a helpful and timely manner and are regularly available to students outside class, serving as mentors and role models. The education they provide is spiritually strengthening, intellectually enlarging, and character building, and leads to lifelong learning and service (see Aims of a BYU Education).

Performance Standards-3.2 Teaching	Three Pillars of Effective Teaching
<p>Seeing all students as capable learners, they adapt their pedagogies to maximize learning, set clear expectations, and help students perform at high levels. They create clear and appropriate learning outcomes, employ effective learning activities, and design assessment instruments that are valid measures of student learning.</p>	<p>Student Learning</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Are the course learning outcomes clear, appropriate to the course, and consistent with program outcomes? • Do the learning outcomes reflect the Aims of a BYU Education? • Are learning outcomes effectively communicated to students? • Is the course well-organized? <p>Learning Activities</p> <ul style="list-style-type: none"> • Are learning activities well-designed and appropriate to the course? • Do the learning activities promote student engagement?

	<ul style="list-style-type: none"> • Do the learning activities effectively facilitate the achievement of learning outcomes? <p>Learning Assessment</p> <ul style="list-style-type: none"> • Are assessment instruments aligned with learning outcomes? • Are assessments effective measures of student learning? • How well are students achieving the learning outcomes?
<p>The learning environment they create is inspiring, positive, supportive, inclusive, and motivating. They evaluate student work in a helpful and timely manner and are regularly available to students outside class, serving as mentors and role models. The education they provide is spiritually strengthening, intellectually enlarging, and character building, and leads to lifelong learning and service (see <u>Aims of a BYU Education</u>).</p>	<p>Learning Environment</p> <p>Relationships</p> <ul style="list-style-type: none"> • Does the instructor integrate faith into the course and inspire students in their learning? • Are instructor-student interactions appropriate, respectful, inclusive, and motivating to students? • Does the instructor foster positive and supportive student-student interactions and ensure respectful discussions of challenging issues? <p>Settings</p> <ul style="list-style-type: none"> • Does the instructor use the classroom, lab, studio, etc. to create an effective setting for inspiring learning? • Does the instructor create an atmosphere that motivates students to be active and engaged learners? • Does the instructor create an atmosphere of civility and respect that welcomes diversity, promotes equity, and invites belonging for all students, regardless of their race, gender, sexual orientation, or other distinguishing feature? • Does the instructor make reasonable efforts to make learning opportunities accessible to students with differing needs (e.g., physical, psychological, situational, technological)? <p>Materials & Other Resources</p> <ul style="list-style-type: none"> • Are course materials (e.g., text, notes, instructional technologies, teaching assistants) current and appropriate for the course? • Are course materials used effectively to facilitate learning? • Where appropriate, do course materials reflect a diversity of sources and perspectives (e.g., gender, race, ethnicity, culture)?
<p>Faculty members should engage, therefore, in continuous and ongoing efforts to become more effective teachers. Effective teachers are eager learners who imbue their teaching with the excitement of learning. They master the content of their courses and stay current in the literature and practices of their disciplines.</p>	<p>Processes of Improvement</p> <p>Course Improvement</p> <ul style="list-style-type: none"> • Are assessment data and other sources of evidence effectively and consistently used to improve the learning outcomes, learning environment, activities, and assessments? • Do these improvements lead to increased achievement of learning outcomes?

	<p>Professional Development</p> <ul style="list-style-type: none">• Does the instructor engage in regular self-evaluation of their own teaching?• Does the instructor participate in activities (e.g., consultations, seminars, courses, study of pedagogy literature) that help them learn and develop as an instructor?• Does the instructor implement best practices, and have they assessed the impacts of those practices?
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As you construct your teaching portfolio around the three pillars, keep in mind the following counsel from the BYU Ranks and Status Policy:

1. Content of the Portfolio

Faculty members are responsible for preparing the portfolio... Departments, colleges, the Faculty Center, and others may provide resources to assist or guide faculty members, but those resources cannot substitute for the faculty member’s professional achievement and thoughtful presentation of the portfolio.

1.1 Materials to Include in the Portfolio

...The faculty member should be thoughtful and measured about what to include in the portfolio, because the portfolio itself is an indicator of professional maturity. A portfolio that is professional, thorough, and concise is especially persuasive.