

## Continuous Learning Framework - Legend for Rubric

Revised 06-27

This framework describes learning across four stages of teaching progression which are engaged, established, accomplished, and exemplary (adapted from Donnelly, 2008), related to four outcomes emerging from engagement with CTLT's programs, services and resources. Several components of each outcome are identified. The framework provides indicators that describe what the components of each outcome look like at the engaged, established, accomplished, and exemplary stages, [and may provide ways in which each stage could be evidenced]. The stages of progression are cumulative. For example, for someone to be at an accomplished stage for any component of an outcome, they would be able to demonstrate evidence of achievement at the engaged, established and accomplished stages.

Overarching descriptors for each stage are used to ensure consistency in the stages of progression across all components of the outcomes. They are:

- Engaged
  - Participants at this stage demonstrate awareness and understanding of the components of the outcome as well as a commitment to developing them. They take responsibility for their own learning, reflecting on and improving their practice while seeking advice and support as required.
- Established
  - Participants at this stage consistently demonstrate the indicators reflecting the outcome components in practice. They are reflective practitioners who actively engage in their own continuous learning, using evidence and research to inform that learning. They focus on the learning and development of colleagues and TAs as well as themselves, while continuing to seek advice and support as appropriate.
- Accomplished
  - Participants at this stage exercise increasing autonomy, initiative and innovation in their teaching practice and begin to provide/be perceived as a model for others. Their practice is consistently informed by the scholarship of teaching and learning, and critical reflection is part of their daily practice. They continuously make active contributions to the learning of colleagues and TAs, and to improving teaching and learning at UBC.
- Exemplary
  - Participants at this stage are recognized within and beyond UBC for their outstanding teaching and educational leadership. They recognize the strengths and contributions of colleagues and TAs and encourage them to achieve their teaching potential. They enhance the learning and quality of teaching at UBC and beyond, and use evidence from the scholarship of teaching and learning to

Adapted from: Donnelly, R.R. (2008). *The framework for continuous learning in social services*.

continuously improve student learning. They demonstrate high levels of collaboration, educational leadership, autonomy and initiative.