

Engaging with CTLT's programs, services and resources offers the opportunity for participants to:

Outcome 1: Engage in Excellent Teaching

Participants who are ... [engaged, established, accomplished, or exemplary] ...

Stages of Teaching Progression →	<i>Engaged</i> <i>(Awareness, Understanding & Commitment)</i>	<i>Established</i> <i>(Application & Reflective Practice)</i>	<i>Accomplished</i> <i>(Critically Reflective Role Models)</i>	<i>Exemplary</i> <i>(Outstanding Teachers & Educational Leaders)</i>
Components of Outcome 1 ↓				
Learning & teaching concepts, approaches & practices	Are aware of learning theories, design frameworks, learning technologies, teaching approaches & community engagement practices, within respective disciplinary & professional contexts	Apply learning theories, design frameworks, learning technologies, teaching approaches & community engagement practices, within respective disciplinary & professional contexts with the intent to support student learning and improve their own teaching practice	Demonstrate proficiency in the relevant application of learning theories, design frameworks, learning technologies, teaching approaches & community engagement practices, within respective disciplinary & professional contexts, as informed by the scholarship of teaching and learning	Model outstanding teaching through innovative application of relevant learning theories, design frameworks, learning technologies, teaching approaches & community engagement practices, within respective disciplinary & professional contexts, enhancing the overall quality of teaching at UBC and beyond
Developmentally appropriate learning opportunities	Appreciate that the design of developmentally appropriate learning opportunities allows for self-directed learning	Identify developmentally appropriate learning opportunities that allow for self-directed learning	Design developmentally appropriate learning opportunities to support students in becoming effective self-directed learners	Lead curricular and campus-wide initiatives related to designing developmentally appropriate learning-centred learning opportunities for students
Evidence-based practice	Are aware that evidence-based practices exist in all disciplines as tools to develop, adapt & implement authentic learning experiences	Apply foundational evidence-based practices within a discipline as tools to develop, adapt & implement authentic learning experiences	Use emerging & evidence-based practices associated with current scholarship on teaching & learning in all disciplines to develop, adapt & implement authentic learning experiences	Contribute to the scholarship of teaching & learning related to evidence-based practice in all disciplines to develop, adapt & implement authentic learning experiences

Stages of Teaching Progression →	<i>Engaged</i> (Awareness, Understanding & Commitment)	<i>Established</i> (Application & Reflective Practice)	<i>Accomplished</i> (Critically Reflective Role Models)	<i>Exemplary</i> (Outstanding Teachers & Educational Leaders)
Components of Outcome 1 ↓				
Guidance & leadership sources	Acknowledge guidance and leadership sources available across a variety of teaching and learning contexts (i.e., UBC, Musqueam & other local indigenous, departmental, and global teaching & learning contexts, initiatives, & equity & diversity policies).	Describe the relevance of guidance and leadership sources available across all teaching and learning contexts to creating learning-centred approaches to teaching in the classroom & beyond	Integrate guidance & leadership from UBC, Musqueam & other local indigenous, departmental, and global teaching & learning contexts, initiatives, & equity & diversity policies to create learning-centred approaches to teaching in the classroom & beyond	Initiate collaboration among UBC, Musqueam & other local indigenous, departmental, teaching and learning, equity and diversity, and global stakeholders to create learning-centred approaches to teaching in the classroom & beyond
Assessing teaching & learning	Appreciate that there are authentic, diverse and appropriate ways of assessing teaching and learning	Apply several authentic, diverse and appropriate ways of assessing teaching and learning	Adopt an assessment approach and develop assessment practices that reflect an understanding of learning-centred teaching and learning that is authentic, diverse & appropriate	Model assessment methods in teaching & learning that are authentic, diverse & appropriate through evidence-based practice and contributing to the scholarship of teaching and learning

Outcome 2: Appreciate the Complexity and Diversity of Learners

Participants who are ... [engaged, established, accomplished, or exemplary] ...

Stages of Teaching Progression →	<i>Engaged</i> (Awareness, Understanding & Commitment)	<i>Established</i> (Application & Reflective Practice)	<i>Accomplished</i> (Critically Reflective Role Models)	<i>Exemplary</i> (Outstanding Teachers & Educational Leaders)
Components of Outcome 2 ↓				
Supportive & inclusive teaching & learning climate	Acknowledge the importance of a supportive and inclusive teaching and learning climate	Explain the importance of a supportive and inclusive teaching and learning climate, and identify relevant approaches, theories, learning technologies, techniques and contextual knowledge necessary to establish a supportive and inclusive teaching and learning climate	Use relevant approaches, theories, learning technologies, techniques and contextual knowledge to establish a supportive and inclusive teaching and learning climate	Champion the importance of a supportive and inclusive teaching and learning climate through evidence-based practice, contributions to the scholarship of teaching and learning, collaborations with other campus and community partners, and advocacy on campus and beyond
Complex combinations of identities, disciplines & cultures	Appreciate the relevance of facilitation skills to complex cross-cultural, inter-disciplinary, and multi-identity group discussions	Participate in complex cross-cultural, inter-disciplinary, and multi-identity group discussions	Facilitate complex cross-cultural, inter-disciplinary, and multi-identity group discussions	Model and advocate for relationship-building and collaboration across identities, disciplines, and cultures
Students' diverse needs & goals	Recognize that students have diverse needs and goals that impact their learning	Design learning opportunities that include an awareness that students have diverse needs and goals that impact their learning	Respond to the diverse needs and goals of students by successfully supporting their learning	Create learning opportunities that successfully support a diverse spectrum of students' learning needs and goals. Share evidence-based practice by contributing to the scholarship of teaching and learning

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Components of Outcome 2 ↓				
Social & disciplinary stereotypes & assumptions	Are aware of social and disciplinary stereotypes and assumptions	Acknowledge the impacts of social and disciplinary stereotypes and assumptions, and their relationship to the design of learning opportunities	Address social and disciplinary stereotypes and assumptions in designing learning opportunities	Create learning opportunities that both acknowledge and address social and disciplinary stereotypes and assumptions, and collaborate in generating awareness of social and disciplinary stereotypes and assumptions across campus and beyond
Different forms of knowledge & epistemology	Appreciate that different people, disciplines, and communities hold, practice and have diverse points of view on different forms, aspects and ways of verifying knowledge and epistemology	Identify some different forms of knowledge and epistemology that different people, disciplines, and communities hold, practice and have diverse points of view on	Integrate critical comprehension of different forms of knowledge and epistemology that different people, disciplines, and communities hold, practice and have diverse points of view on into the design of learning opportunities	Collaborate across campus and beyond to foster awareness of the different forms of knowledge and epistemology that different people, disciplines, and communities hold, practice and have diverse points of view on, and how this affects the development of inclusive learning environments

Outcome 3: Demonstrate Critically Reflective Practice and Pursue Ongoing Professional Development

Participants who are ... [engaged, established, accomplished, or exemplary] ...

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Components of Outcome 3 ↓				
Assessing teaching identity & performance	Recognize their own teaching identity and demonstrate capacity to continually improve teaching performance	Develop a specific plan for assessing their own teaching identity and performance through self-assessment, student feedback, collaborations with colleagues, peer review, and reflection on what they have learned	Continuously assess their own teaching identity and performance through self-assessment, student feedback, collaborations with colleagues, peer review, and reflection on what they have learned	Model continuous assessment of and reflection on their own teaching identity and performance, and support the development of colleagues and TAs in this area. Share evidence-based practice by contributing to the scholarship of teaching and learning
Setting goals & making decisions about improving teaching	Be receptive to setting goals and making thoughtful, evidence-based decisions about how and why they want to improve their teaching	Explore various approaches to setting goals and making thoughtful, evidence-based decisions about how and why they want to improve their teaching	Apply their own approach to set goals and make thoughtful, evidence-based decisions about how and why they want to improve their teaching	Model meaningful reflective practice around improving their teaching, and support the development of colleagues and TAs in this area. Share evidence-based practice by contributing to the scholarship of teaching and learning
Relevant professional development opportunities	Recognize that relevant professional development opportunities exist and will assist them in meeting their teaching and learning goals	Identify relevant professional development opportunities to explore and/or participate in to meet their teaching and learning goals	Pursue relevant professional development opportunities to explore and/or participate in to meet their teaching and learning goals	Offer/facilitate relevant, meaningful professional development opportunities for others to participate in.
Collaboration with others	Appreciate the value of collaborating with others	Collaborate with others to build confidence and capacity as learning resource creators, curators and contributors within a single course	Collaborate with others to build confidence and capacity as learning resource creators, curators and contributors, beyond the bounds of a single course	Collaborate with others to build confidence and capacity as learning resource creators, curators and contributors, beyond the bounds of a single course and across disciplines

Outcome 4: Practice Ethical Professionalism

Participants who are ... [engaged, established, accomplished, or exemplary] ...

Stages of Teaching Progression →	Engaged (Awareness, Understanding & Commitment)	Established (Application & Reflective Practice)	Accomplished (Critically Reflective Role Models)	Exemplary (Outstanding Teachers & Educational Leaders)
Components of Outcome 4 ↓				
Recognizing value in differing belief systems & forms of knowledge	Acknowledge that participants' differing belief systems have an impact on teaching and learning for everyone involved	Explore and critically reflect on differing belief systems and their impact on the process of teaching, learning and meaning making	Contribute to teaching and learning relationships that engage with differing belief systems and value different forms of knowledge	Foster teaching and learning relationships across campus and beyond that recognize value in differing belief systems and different forms of knowledge
Collaboration with colleagues & community members	Participate in teaching and learning relationships with colleagues and community members	Collaborate on teaching and learning initiatives with colleagues and community members	Share knowledge, innovate, and improve teaching and learning through collaboration with colleagues across campus, and with Indigenous and other diverse communities	Initiate collaboration with colleagues, including Indigenous and other diverse communities, across campus and beyond, to share knowledge, innovate, and improve teaching and learning
Reflective practice	Recognize the value of reflective practice to improve learning for students	Articulate and document teaching beliefs, goals and practices	Deliberately examine and document teaching beliefs, goals and practices to gain new and/or deeper understanding leading to actions to improve learning for students	Model and share the deliberate examination and documentation of teaching beliefs, goals and practices and the implementation of actions emerging from that ongoing process to improve learning for students. Contribute to the scholarship of teaching and learning related to reflective practice
Mentorship	Appreciate the value of mentorship to improving teaching practice	Participate in peer mentorship relationships by seeking advice and offering support with colleagues, TAs and community members to improve teaching practice	Participate in peer mentorship relationships and contribute to the capacity-building of others (peers, students and TAs) through active mentorship	Mentor colleagues, TAs and community members to build capacity, while modeling inclusive teaching and learning practice and culture at the individual, unit, departmental, faculty, and institutional levels