Professional Standards Framework

Areas of Activity		Description	Examples of practice	Interactions with other Dimensions
A1	Design and plan learning activities and/or programs of study	This relates to designing and preparing learning activities in any mode of delivery.	Examples could include: • Designing or redesigning a module or course • Preparing to implement a teaching strategy or materials • Collaborating with industry or community partners to design or redesign engaged curricula	• K1 • K2 • K3 • K4 • K6
Annotated Example 1: I use Process Oriented Guided Inquiry Learning (POGIL) in my course to develop critical thinking, teamwork, and writing skills in my students. To implement POGIL, I created activity packets that students work on in teams (A1, K2). Annotated Example 2: In collaboration with industry partners, I redesigned in-class activities to focus on real world client scenarios that don't have a black or white answer (A1).				
A2	Teach and/or support learning	This relates to the engagement and interaction with learners in any mode of delivery and the strategies used to assist student learning.	Examples could include: • Supporting students through teamwork • Research supervision • Leading projects/teaching innovations to improve student learning • Facilitating discussions or leading lectures • Direct engagement with student in learning environment • Facilitating workplace/fieldwork settings • Coaching and mentoring	• K1 • K2 • K3 • K4 • K5
Annotated Example 1: To gauge students' understanding of the material, I use Mazur's (1997) strategy of peer instruction. In class I pose a question on the material and students answer via clickers. Then students discuss the question with each other before answering the question again. More students select the correct answer the second time. I find this technique useful for assessing student understanding and engaging students in class (A2, A3, A5, K3, V3). Annotated Example 2: In order to further support my understanding of teaching and learning I completed the Cambridge Certificate of Teaching English to Adults (CELTA). The CELTA is mainly a practical teaching qualification that in addition to giving hands-on teaching practice, helps build significant knowledge of learning theories, and a substantial foundation in lesson and course planning that relies on a clear theoretical rationale and a thorough understanding of learners' needs and challenges. (A1, A2, K1, K3, K5, V1, V3)				
A3	Assess and give feedback to learners	This relates to providing feedback to learners, assessment of their learning, and	Examples could include: • Formative assessment tasks • Summative assessment tasks • Multiple ways of assessing student learning • Meaningful feedback on learning progress	• V1 • V2 • V3 • K6

		progress to achieving learning outcome.	○ Feedback-feedfoward strategies ○ Criterion-referenced rubrics ○ Dialogue with students - Reflective Journals - Observations	

Annotated Example 1:

To gauge students' learning of the lecture material, I found Morris's (2016) reflection framework useful (A5, V3). Students write a weekly learning log about what they learned, what they found confusing, and what they would like to learn more about (A3). I look for general themes in the learning logs and write a short response to address those general themes.

Annotated Example 2:

To gauge students' understanding of the material, I use Mazur's (1997) strategy of peer instruction. In class I pose a question on the material and students answer via clickers. Then students discuss the question with each other before answering the question again. More students select the correct answer the second time. I find this technique useful for assessing student understanding and engaging students in class (A2, A3, A5, K3, V3).

A4	Develop effective learning environments and approaches to student support and guidance	This relates to effective use of learning environment in any mode of delivery.	Examples could include: - Organizing Canvas course - Using appropriate digital spaces for student learning - Using physical space to facilitate learning - Connecting students to the campus community, such as student services, library, or tutoring services - Designing digital learning space	- K3 - K4 - K5 - V1 - V2

Annotated Example 1:

To ensure students have quality experience in my online course, I collaborated with OTL to develop my online course, and I participated in OTL's Pathway 3: Teaching Across Flexible Modes program. I learned best practices for teaching online and how to use the UVU Quality Rubric to self-assess my online course (A1, A4, K2, K4)

Annotated Example 2:

I assign my students a 10-page research paper. I arrange for a librarian to come talk to my students about doing research and what Library support exists for students doing research. Additionally, I have my students visit the Writing Lab at least once before submitting their research paper (A4, K3, V2).

A5	Engaging in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice	This relates to the continued development of one's professional practice as it relates to teaching and learning.	- Participating in continuing professional developing opportunities such as OTL's programs and services - Gathering and utilize information on the effectiveness of your practice - Using scholarship or pedagogical literature to inform practice - Engaging in SOTL - Attending or participating in a teaching conference	- K2 - K3 - K5 - V3

Annotated Example 1:

I have found Fink's (2008) framework of course design helpful in preparing to teach. I align my assignments and assessments to connect to the established learning objectives (A1, A5).
Annotated Example 2:
To gauge students' understanding of the material, I use Mazur's (1997) strategy of peer instruction. In class I pose a question on the material and students answer via clickers. Then students discuss the question with each other before answering the question again. More students select the correct answer the second time. I find this technique useful for assessing student understanding and engaging students in class (A2, A3, A5, K3, K4, V3).

Cor ≡ Knowledge		Description	Examples of practice	Interactions with other Dimensions
K1	The subject material	This relates to the design of learning activities influenced by the nature of the subject. It is influence by a wider understanding of the subject and how it informs your teaching practice.	Examples could include: • Academic, professional degrees, or industry experience or standards that influence your teaching practice • Subject scholarship and its application to your teaching • Industry experience or standards that influence your teaching practice • Application of up-to-date knowledge of your discipline	• A1 • A5 • V3
Annotated Example 1: In order to further support my understanding of teaching and learning I completed the Cambridge Certificate of Teaching English to Adults (CELTA). The CELTA is mainly a practical teaching qualification that in addition to giving hands-on teaching practice, helps build significant knowledge of learning theories, and a substantial foundation in lesson and course planning that relies on a clear theoretical rationale and a thorough understanding of learners' needs and challenges. (A1, A2, K1, K3, K5, V1, V3) Annotated Example 2: I find this course is crucial though to engaging students in critical thinking skills, and because I also teach the Global Intercultural version of this course, exposing students to diversity and inclusivity becomes a requisite skill (K1, V1). My approach is supportive of Gay's multidimensional component of culturally relevant pedagogy where teachers bring in a variety of cultural, contributions, and perspectives (Gay, 2015).				
K2	Appropriate methods for teaching and learning in the subject area and at the level of the academic program	This relates to the strategies used for student learning and the rationale behind using those strategies. It includes assessment strategies for student learning outcomes.	Examples could include: • Active learning strategies • Pedagogies (e.g. team-based learning, POGIL, inquiry based etc) • Various assessment strategies • Simulations • Case studies	• A2 • A3 • A4 • A5 • K5

Annotated Example 1: I use Process Oriented Guided Inquiry Learning (POGIL) in my course to develop critical thinking, teamwork, and writing skills in my students. To implement POGIL, I created activities that students work on in teams (A1, K2). Annotated Example 2: Based on feedback from my students in my Nursing Health Assessment lab, I used the high-fidelity simulation mannequins to produce abnormal findings that students used to assess ill patients in a safe environment (A2, K3, K4).				
K3	How students learn, both generally and within their subject/disciplinary area(s)	This relates to how students learn in your subject area and how you meet their learning needs.	Examples could include: • Materials or activities you develop to assist learning • Strategies to support different groups of learners (non-traditional students, non-major students, etc) • Changes to increase inclusion and engagement • Strategies to develop critical thinking, writing, and metacognition	• A1 • A2 • V1
Annotated Example 1: To gauge student's understanding of the material, I use Mazur's (1997) strategy of peer instruction. In class I pose a question on the material and students answer via clickers. Then students discuss the question with each other before answering the question again. More students select the correct answer the second time. I find this technique useful for assessing student understanding and engaging students in class (A2, A3, K3, V3). Annotated Example 2: I use exam wrappers following each exam (A3, K3). Students answer questions about which exam questions struggled with and which strategies they used to prepare for the exam. Students can then adjust their approach to preparing for the exam. The average exam score on the second exam is 6% higher than the first exam.				
K4	The use and value of appropriate learning technologies	This relates to how you incorporate technology into your teaching.	Examples could include: • Developing online or hybrid learning environments. • Implementing clickers or similar technology to facilitate assessment of learning • Developing simulations • Early adopter of teaching technology • Use data for assessment of learning outcomes or to support learners • Use of ePortfolios • Assistive technologies for students with accommodations	• A2 • A3 • A4 • K3
Annotated Example 1: To ensure students have quality experience in my online course, I collaborated with OTL to develop my online course, and I participated in OTL's Pathway 3: Teaching Across Flexible Modes program. I learned best practices for teaching online and how to use the UVU Quality Rubric to self-assess my online course (A1, A4, K2, K4, K6). Annotated Example 2: To gauge students' understanding of the material, I use Mazur's (1997) strategy of peer instruction. In class I pose a question on the material and students answer via clickers. Then students discuss the question with each other before answering the question again. More students select the correct answer the second time. I find this technique useful for assessing student understanding and engaging students in class (A2, A3, A5, K3, K4, V3).				

K5	Methods for evaluating the effectiveness of teaching	This relates to how you gather information about the effectiveness of your teaching and how you use this information to continually improve your teaching.	Examples could include: • Analysis of SRI data and how you use it to inform your practice. • Peer reviews of your teaching • Using learning analytics • Utilizing SCOTs • POET program	• A1 • A2 • A3 • A5 • V1 • V2 • V4

Annotated Example 1:
I participated in the Peer Observation for Enhancing Teaching (POET) to get feedback on my teaching and to observe my peers teaching (K5). I gained new insights to teaching and have incorporated some of the ideas from my POET peers into my teaching practice (K5).
Annotated Example 2:
I use Student Ratings of Instruction (SRI) data after every course to assess and enhance my course (A5, K5)

K6	The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	This relates to how you ensure quality in courses and program or how do you enhance in your teaching with a focus on quality.	Examples could include: • Program development • Curriculum mapping activities • Engaging in peer review • Engaging assessment activities for accreditation • Assessing program learning outcomes • Activities to ensure quality of course or program	• A1 • A2 • A3 • V1 • V2 • V4

Annotated Example 1:
To ensure quality in my online courses, I participated in FlexStudio and Pathway 3: Teaching in Flexible modes (A5, **K6,** V1). I used the UVU Quality Rubric to assess my online course to meet the standards set by the university.
Annotated Example 2:
I lead our department self-assessment for our external accreditation from AACSB. Based on feedback from the AACSB, I lead a committee to develop new assessment procedures of the learning outcomes (K6, V4).

Professional Values		Description	Examples of practice	Interactions with other Dimensions
V1	Respect individual learners and diverse learning communities	This relates to how you recognize and respond to individual learner needs. Diverse learning communities refers to locations	Examples could include: • Designing course and materials to meet accessibility standards • Learning that is design to be inclusive and reflects cultural diversity • Working with non-traditional students or minority students • Facilitating the development of intercultural competencies • Working with individual student needs	• A1 • A2 • A3 • K3 • K5

	such as campus based students, distance education students including online and hybrid courses, and work placed students.			

Annotated Example 1:

To meet accessibility standards in my course and meet individual needs of my students, I captioned videos on Canvas and followed the guidelines to make my handouts accessible to screen readers (A1, V1).

Annotated Example 2:

Many of my students are professionals coming back to get more schooling. To accommodate their busy schedules, I redesigned my course as hybrid course so my students would only need to attend class once a week (A1, V1).

V2	Promote participation in higher education and equality of opportunity for learners	This relates to how you draw in diverse students to access and participate in higher education.	Examples could include: • Increasing student opportunity or access to learning • Encouraging students to explore formal and informal learning opportunities • Supporting students in exploring pathways to more learning • Using inclusive course designs	• A1 • A2 • A4 • K2 • K3

Annotated Example 1:

For example, I established a Flexible Learning Committee to ensure equal success across course modalities, and I expanded access of the Community and Public Health program through online and hybrid course developments (K4, V2).

Annotated Example 2:

In 2017 our introduced PBL approaches in the teaching of chemistry in order to enhance student engagement with the subject, improve problem solving ability, establish stronger social links between students and facilitate the development of transferable skills in a subject-relevant context (K2, A4). It was hoped that the introduction of PBL at year one level would help the school-to-university transition and encourage engagement from students with different educational needs (Vl, V2).

V3	Use evidence-informed approaches and the outcomes from research, scholarship, and continuing professional development	This relates to how you use evidence and scholarship informs your teaching practice	Examples could include: • Scholarship or research as it relates to teaching in higher education • Applying scholarship or literature to your teaching • Leading or participating in research as it relates to teaching and learning in higher education	• A1 • A2 • A3 • A5 • K1 • K2 • K3

Annotated Example 1:

To gauge student's understanding of the material, I use Mazur's (1997) strategy of peer instruction. In class I pose a question on the material and students answer via clickers. Then students discuss the question with each other before answering the question again. More students select the correct answer the second time. I find this technique useful for assessing student understanding and engaging students in class (A2, A3, K3, V3).

Annotated Example 2:

My classroom teaching is loosely based on Student-Centered Activities for Large Enrollment Undergraduate Programs (SCALE-UP) (Beichner, 2007), which I was exposed to while teaching introductory physics [A5, K2, V3]. This method replaces lectures with in-class exercises for students to complete in small groups. I created my own curriculum for my courses at UVU with activities designed to introduce physics concepts through active involvement with the material [A1, K3].

| V4 | Acknowledge the wider context in which higher education operates, recognizing the implications for professional practice | This relates to how wider institutional or disciplinary goals/influences your teaching as it relates to student learning. | Examples could include:
• Addressing professional requirements for your discipline as it relates to teaching and student learning
• Involvement in regional groups
• Responding UVU's service region/community needs as it relates to teaching
• Responding to accreditation activities
• Revising curriculum or program requirement based on feedback from an advisory or industry board
• Responding to new institutional strategic goals/aspirations | • A1
• A5
• K2
• K3
• K5
• K6 |

Annotated Example 1:

I lead our department self-assessment for our external accreditation from AACSB. Based on feedback from the AACSB, I lead a committee to develop new assessment procedures of the learning outcomes (K6, V4).

Annotated Example 2:

In an effort to increase students exposure to multicultural experiences during their college experience, I lead a campus wide effort to design trainings for faculty to develop global/intercultural courses and worked with departments in developing G/I courses (V4).