

STP Presidential Taskforce: Documenting Teaching Competencies

Charge: Provide teachers of psychology with an external standard against which they can document their accomplishments using a checklist of self-reports, self-assessments, online teaching modules, etc.

Target audience: These materials are designed as a teaching competence self-evaluation that can benefit teachers of psychology at all levels of experience—from beginning teachers who need to learn their craft, to early career professionals who need to document their teaching competence for annual evaluations, tenure and promotion, and to senior professors who wish to document or confirm their continued development and commitment to teaching excellence.

Suggested Pragmatic Outcome:

- Promotion of a publically available self-evaluation tool for teachers wishing to document their consistency with model teaching practices in psychology.

2012 Members:

- Aaron Richmond, Metropolitan State University of Denver (Chair), arichmo3@msudenver.edu
- Guy Boysen, McKendree University, gaboysen@mckendree.edu
- Tara Kuther, Western Connecticut State University, kuthert@wcsu.edu
- Erin Paavola, National-Louis University (grad student), ejpaav@gmail.com
- Vincent Prohaska, Lehman College-City University of New York, vincentp@lehman.cuny.edu
- Mark Sciutto, Muhlenberg College, sciutto@muhlenberg.edu
- Yvette Tazeau, Santa Clara University (adjunct faculty), ynt@yntconsulting.com
- Marie Thomas, California State University San Marcos, mthomas@csusm.edu

2011 Members:

- Steve Meyers, Roosevelt University, smeyers@roosevelt.edu
- Guy Boysen, McKendree University, gaboysen@mckendree.edu
- Aaron S. Richmond, (chair), Metropolitan State University of Denver, arichmo3@msudenver.edu

Documenting Model Teaching Competencies

Excellence in college teaching is multifaceted. The Model Teaching Criteria (see Table 1) represents an operationalization of numerous practices and attributes that characterize the best college teachers of psychology. Model psychology teachers have discipline-specific and pedagogical knowledge that continues to develop throughout their career; they skillfully apply varied instructional techniques; they intentionally plan, implement, assess, and revise learning interventions to achieve the central objectives of psychology education; and they elicit and utilize feedback from students.

Described in Table 1, is each model teaching competency, suggestions for ways to document the practices, as well as references supporting best practices. Table 1 will be used as a guide for individuals who wish to evaluate themselves and document their consistency with model teaching practices in psychology.

Table 1. Definitions, Sources of Evidence, and References of Model Teaching Competencies.

COMPETENCY: TRAINING		
<i>Model Criteria</i>	<i>Suggested Sources of Evidence</i>	<i>References</i>
<i>Subject Knowledge (e.g., exhibits exemplary knowledge in subject area)</i>	<ul style="list-style-type: none"> • CV with degrees listed • Copies of graduate transcripts • Publications/presentations in content areas taught • Records of continuing education (e.g., conferences and workshops) 	<ul style="list-style-type: none"> • APA (2011)
<i>Pedagogical Knowledge (e.g., possesses knowledge in basic educational theory and practice)</i>	<ul style="list-style-type: none"> • Graduate level pedagogical training (e.g., courses in educational psychology or college teaching) • Records of continuing education such as conferences, workshops, professional society participation • Scholarship of teaching and learning publications/presentations/projects 	<ul style="list-style-type: none"> • APA (2011) • Buskist et al. (2008) • Buskist & Benassi (2012) • Grocia et al. (2012) • Prieto & Meyers (2000)
<i>Continuing Education in Pedagogical</i>	<ul style="list-style-type: none"> • Records of continuing education such as 	<ul style="list-style-type: none"> • APA (2011)

<i>Knowledge</i> (e.g., maintains up to date knowledge in subject area and in educational theory and practice)	conferences, workshops, professional society participation	
COMPETENCY: INSTRUCTIONAL METHODS		
<i>Model Criteria</i>	<i>Suggested Sources of Evidence</i>	<i>References</i>
<i>Pedagogy</i> (e.g., effectively employs instructional methods such as active or collaborative learning, or Socratic method, or direct instruction)	<ul style="list-style-type: none"> • Sample lesson plans • Syllabi • Records of classroom observation (e.g., by peers, Chairs, teaching center staff) • Teaching awards 	<ul style="list-style-type: none"> • Buskist & Benassi (2012) • Chickering & Gamson (1987) • Chism (1999) • Grocia et al. (2012) • Project Syllabus (2011) • Svinivki & Mckkeachie (2011)
<i>Teaching Skills</i> (e.g., demonstrates excellence in basic classroom teaching skills such as effective communication, preparation, listening, respectfulness, technology competent)	<ul style="list-style-type: none"> • Records of classroom observation (e.g., by peers, Chairs, teaching center staff) • Student evaluations of teaching (e.g., Teacher Behavior Checklist) 	<ul style="list-style-type: none"> • Buskist & Benassi (2012) • Chism (1999) • Grocia et al. (2012) • Keeley et al. (2010) • Schaefer et al. (2003)
COMPETENCY: ASSESSMENT PROCESSES		
<i>Model Criteria</i>	<i>Suggested Sources of Evidence</i>	<i>References</i>
<i>Student Learning Goals and Objectives</i> (e.g., establishes specific, measurable learning goals)	<ul style="list-style-type: none"> • Syllabi • Lists of objectives for courses • Sample lesson plans 	<ul style="list-style-type: none"> • APA (2007) • Huba & Freed (2000) • Slattery & Carlson (n.d.) • Tomcho et al. (2009)
<i>Assessment of Student Learning Outcomes</i>	<ul style="list-style-type: none"> • Sample assessment methods and results 	<ul style="list-style-type: none"> • Bernstein et al. (2010) • Brothen et al. (2004) • Huba & Freed (2000) • Maki (2011) • Pusateri et al. (2009)
<i>Reflection on Assessment</i> (e.g., utilizes data on learning outcomes and self-reflection on teaching performance to improve teaching)	<ul style="list-style-type: none"> • Examples of changes in syllabi, course material, lesson plans, or teaching 	<ul style="list-style-type: none"> • APA (2011) • Bernstein et al. (2010)

and learning)	methods illustrating change based on formal and informal assessment	<ul style="list-style-type: none"> • Huba & Freed (2000)
<i>Scholarship of Teaching and Learning</i> (e.g., disseminates information on teaching outcomes and innovations)	<ul style="list-style-type: none"> • Professional publications, presentations, or reports showing scholarship of teaching • Local dissemination of knowledge about teaching (e.g., workshops, in-services, professional development groups) 	<ul style="list-style-type: none"> • Bernstein et al. (2010) • Buskist et al. (2008)
<i>Evaluation Directness</i> (e.g., Aligns evaluation of learning with learning goals)	<ul style="list-style-type: none"> • List of learning objectives • Sample evaluations of student learning 	<ul style="list-style-type: none"> • APA (2007) • Gottfried et al. (2009) • Tomcho et al. (2009)
<i>Evaluation Utility</i> (e.g., Provides prompt, constructive feedback to students)	<ul style="list-style-type: none"> • Student evaluations of teaching • Sample evaluations of student learning • Types of feedback (e.g., formative, summative) 	<ul style="list-style-type: none"> • Chickering & Gamson (1987) • Gottfried et al. (2009)
COMPETENCY: SYLLABI		
<i>Model Criteria</i>	<i>Suggested Sources of Evidence</i>	<i>References</i>
<i>Course Transparency</i> (e.g., provides clear and complete information about the course in the syllabus)	<ul style="list-style-type: none"> • Course Assessments • Course Policies • Course Goals • Course Schedule 	<ul style="list-style-type: none"> • Slattery & Carlson (2005) • Project Syllabus (2011)
<i>Course Planning</i> (e.g., demonstrates intentional selection of activities, evaluations, and assignments to achieve course goals)	<ul style="list-style-type: none"> • Syllabi with course schedules • Sample lesson plans 	<ul style="list-style-type: none"> • Slattery & Carlson (2005) • Slattery & Carlson (n.d.) • Project Syllabus (2011)
COMPETENCY: CONTENT		
<i>Model Criteria</i>	<i>Suggested Sources of Evidence</i>	<i>References</i>
<i>Scientific Literacy</i> (e.g., establishes learning goals that reflect the scientific foundation of psychology and implements best practices to	<ul style="list-style-type: none"> • Syllabi • Assignments • Assessments 	<ul style="list-style-type: none"> • APA (2007) • Dunn et al. (2007) • Project Syllabus (2011)

achieve learning goals)	<ul style="list-style-type: none"> • Class Activities 	
<i>Psychology Knowledge Base and Application</i> (e.g., establishes learning goals that appropriately reflect the diversity of perspectives and breadth of content)	<ul style="list-style-type: none"> • Syllabi • Sample lesson plans • Class activities • Class assignments • Class assessments 	<ul style="list-style-type: none"> • APA (2007) • Dunn et al. (2007) • Kite et al. (2012) • Project Syllabus (2011) • Rominger & Kolesar (2008)
<i>Liberal Arts Skills</i> (e.g., fosters development of basic skills among students – e.g., writing, critical thinking, information literacy, collaboration, and speaking)	<ul style="list-style-type: none"> • Syllabi • Sample lesson plans • Sample student work 	<ul style="list-style-type: none"> • APA (2007) • Dunn et al. (2007) • Project Syllabus (2011)
<i>Values in Psychology</i> (e.g., infuses ethical and diversity issues throughout teaching)	<ul style="list-style-type: none"> • Diversity in syllabi • Ethics in syllabi • Sample lesson plans 	<ul style="list-style-type: none"> • Kite et al. (2012) • APA (2007) • Dunn et al. (2007) • Handelsman (2005, 2011) • Hill (1998) • Littleford (2005) • Project Syllabus (2011)

COMPETENCY: STUDENT EVALUATIONS OF TEACHING

<i>Model Criteria</i>	<i>Suggested Sources of Evidence</i>	<i>References</i>
<i>Student Feedback</i> (e.g., solicits formative and summative feedback from students on teaching effectiveness)	<ul style="list-style-type: none"> • Summaries of students evaluations • Teaching awards 	<ul style="list-style-type: none"> • Slattery & Carlson (2005)
<i>Reflection on Student Feedback</i> (e.g., utilizes formative and summative student evaluations of teaching to improve teaching and learning)	<ul style="list-style-type: none"> • Examples of changes in syllabi, course material, lesson plans, or teaching methods illustrating change based on evaluations 	<ul style="list-style-type: none"> • Bernstein et al. (2010)

Table 2. Scoring Self-Checklist for Model Teaching Competencies

COMPETENCY: TRAINING			
Model Criteria	Sources of Evidence	Points Possible	Points Earned
1. Subject Knowledge	CV includes degree(s) related to content areas taught	(0 = No, 1= Yes)	
	Official transcripts reflect course work related to content areas taught	(0 = No, 1= Yes)	
	Has given presentations at regional or national conferences related to content areas taught	(0 = No, 1= Yes)	
	Has peer-reviewed publications related to content areas taught	(0 = No, 1= Yes)	
2. Pedagogical Knowledge	Official transcripts reflect course work related to pedagogical training	(0 = No, 1= Yes)	
	Has given presentations at regional or national conferences related to pedagogical strategies	(0 = No, 1= Yes)	
	Has peer-reviewed publications related to pedagogical strategies (e.g., SOTL or ToP articles)	(0 = No, 1= Yes)	
3. Continuing Education	Records of continuing education related to content areas taught	(0 = No, 1= Yes)	
	Records of continuing education related to pedagogical strategies	(0 = No, 1= Yes)	
	TOTAL	0-9	
	Proficient Competency	4-6	
	Advanced Competency	7-9	
COMPETENCY: INSTRUCTIONAL METHODS			
Model Criteria	Sources of Evidence	Points Assigned	Points Earned
4. Pedagogy	Sample lesson plans that demonstrate effective use of instructional methods	(0 = No, 1= Yes)	
	Syllabi reflects effective use of instructional methods.	(0 = No, 1= Yes)	
	Class observation records support effective use of effective instructional methods	(0 = No, 1= Yes)	
	Served as a consultant to others or recognized as expert in use of instructional methods	(0 = No, 1= Yes)	
5. Teaching Skills	Class observation records support excellence in basic classroom teaching skills	(0 = No, 1= Yes)	

	Student evaluations support excellence in basic classroom teaching skills	(0 = No, 1= Yes)	
	Teacher behavior checklists support excellence in basic classroom teaching skills	(0 = No, 1= Yes)	
	Has received teaching awards that reflect excellence in basic classroom teaching skills	(0 = No, 1= Yes)	
	Served as a consultant to others or recognized as expert in basic classroom teaching skills	(0 = No, 1= Yes)	
	TOTAL	0 - 9	
	Proficient Competency	4 -6	
	Advanced Competency	7- 9	

COMPETENCY: ASSESSMENT PROCESSES

<i>Model Criteria</i>	<i>Sources of Evidence</i>	<i>Points Assigned</i>	<i>Points Earned</i>
6. Student Learning	Syllabi or documents (e.g., sample lesson plans) that articulate specific, measurable learning objectives	(0 = No, 1= Yes)	
7. Student Assessment	Documentation of methods of assessment of learning outcomes (e.g., exams, writing assignments)	(0 = No, 1= Yes)	
	Documentation of results of assessment of learning outcomes (e.g., comparison to an external criterion)	(0 = No, 1= Yes)	
8. Assessment Reflection	Documentation of changes in syllabi, course material, lesson plans, or teaching methods based on formal and informal assessment	(0 = No, 1= Yes)	
9. Scholarship	Disseminates information about teaching innovations and outcomes through reports from professional organizations (e.g., task force, committees)	(0 = No, 1= Yes)	
	Disseminates information about teaching innovations and outcomes at regional or national conferences	(0 = No, 1= Yes)	
	Disseminates information about teaching innovations and outcomes in peer-reviewed publications	(0 = No, 1= Yes)	
10. Evaluation Directness	Documentation of how class activities, lectures, or reading assignments align with learning objectives	(0 = No, 1= Yes)	
11. Evaluation Utility	Documentation of constructive feedback provided to students (e.g., student evaluations of instructor feedback, samples of graded papers or	(0 = No, 1= Yes)	

	assignments)		
		TOTAL	0 - 9
		Proficient Competency	4 - 6
		Advanced Competency	7 - 9
COMPETENCY: CONTENT			
<i>Model Criteria</i>	Sources of Evidence	Points Assigned	Points Earned
12. <i>Scientific Literacy</i>	Documentation (e.g., syllabi, sample lesson plans) of learning goals that reflect the scientific foundation of psychology.	(0 = No, 1= Yes)	
13. <i>Psychology Knowledge</i>	Documentation (e.g., syllabi, sample lesson plans) of learning goals that appropriately reflect the diversity of perspectives and breadth of content in psychology.	(0 = No, 1= Yes)	
14. <i>Liberal Arts Skills</i>	Documentation (e.g., syllabi, sample lesson plans, sample student work) of fostering the development of student written communication skills	(0 = No, 1= Yes)	
	Documentation (e.g., syllabi, sample lesson plans, sample student work) of fostering the development of student critical thinking skills	(0 = No, 1= Yes)	
	Documentation (e.g., syllabi, sample lesson plans, sample student work) of fostering the development of student information literacy skills	(0 = No, 1= Yes)	
	Documentation (e.g., syllabi, sample lesson plans, sample student work) of fostering the development of student ability to work effectively and collaborate with others	(0 = No, 1= Yes)	
	Documentation (e.g., syllabi, sample lesson plans, sample student work) of fostering the development of student oral communication skills	(0 = No, 1= Yes)	
15. <i>Psychology Values</i>	Documentation (e.g., syllabi, sample lesson plans) of the infusion of ethical issues throughout teaching	(0 = No, 1= Yes)	
	Documentation (e.g., syllabi, sample lesson plans) of the infusion of diversity issues throughout teaching	(0 = No, 1= Yes)	
		TOTAL	0 - 9
		Proficient Competency	4 - 6
		Advanced Competency	7 - 9

COMPETENCY: SYLLABI (SEE PROJECT SYLLABUS RUBRIC)			
<i>Model Criteria</i>	Sources of Evidence	Points Assigned	Points Earned
16. Course Transparency	Syllabus provides clear and complete information about course goals	(0 = No, 1= Yes)	
	Syllabus provides clear and complete information about course schedule	(0 = No, 1= Yes)	
	Syllabus provides clear and complete information about course requirements	(0 = No, 1= Yes)	
	Syllabus provides clear and complete information about course grading/assessment	(0 = No, 1= Yes)	
	Syllabus provides clear and complete information about instructor availability (e.g., office hours, contact information)	(0 = No, 1= Yes)	
	Syllabus sets a positive tone for the course (e.g., uses positive language, provides strategies for student success)	(0 = No, 1= Yes)	
17. Course Planning	Syllabus reflects an intentional link of course goals to class activities.	(0 = No, 1= Yes)	
	Syllabus reflects an intentional link of course goals to evaluation methods.	(0 = No, 1= Yes)	
	Syllabus reflects an intentional link of course goals to course assignments.	(0 = No, 1= Yes)	
	TOTAL	0 - 9	
	Proficient Competency	4 -6	
	Advanced Competency	7- 9	
Competency: STUDENT EVALUATIONS			
<i>Model Criteria</i>	Sources of Evidence	Points Assigned	Points Earned
18. Student Feedback	Regularly solicits formative and summative feedback from students	(0 = No, 1= Yes)	

	Recognition of effective teaching based on student feedback (e.g., teaching award)	(0 = No, 1= Yes)	
<i>19. Feedback Reflection</i>	Documentation that student feedback was incorporated to improve teaching and learning as evidenced by changes to syllabi	(0 = No, 1= Yes)	
	Documentation that student feedback was incorporated to improve teaching and learning as evidenced by changes to course material	(0 = No, 1= Yes)	
	Documentation that student feedback was incorporated to improve teaching and learning as evidenced by changes to lesson plans	(0 = No, 1= Yes)	
	Documentation that student feedback was incorporated to improve teaching and learning as evidenced by changes to teaching methods	(0 = No, 1= Yes)	
	TOTAL	0 - 6	
		3 - 4	Proficient Competency
		5 - 6	Advanced Competency

References

- American Psychological Association. (2007). *APA guidelines for the undergraduate psychology major*. Washington, DC: Author. Retrieved from www.apa.org/ed/resources.html
- American Psychological Association. (2011). *Principles for quality undergraduate education in psychology*. Washington, DC: Author. Retrieved from <http://www.apa.org/education/undergrad/principles.aspx>
- Bernstein, D., Addison, W. E., Altman, C., Hollister, D., Komarraju, M., Prieto, L., & Shore, C. (2010). Toward a scientist-educator model of teaching psychology. In D. F. Halpern (Ed.), *Undergraduate education in psychology: A blueprint for the future of the discipline* (pp. 29-45). Washington, DC: American Psychological Association.
- Brothen, T., Daniel, D. B., & Finley, D. L. (2004). Best principles in the use of online quizzing. *Office of Teaching Resources of Psychology*. Retrieved from <http://teachpsych.org/Resources/Documents/otrp/pedagogy/onlinetesting.pdf>
- Buskist, W., & Benassi, V. A. (Eds.). (2012). *Effective college and university teaching: Strategies and tactics for the new professoriate*. Los Angeles, CA: Sage.
- Buskist, W., Carlson, J. F., Christopher, A. N., Prieto, L., & Smith, R. A. (2008). Models and Exemplars of Scholarship in the Teaching of Psychology. *Teaching Of Psychology, 35*, 267-277. doi:10.1080/00986280802373908
- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin, 39*, 3-7.
- Chism, N. V. N. (1999). *Peer review of teaching: A sourcebook*. Bolton, MA: Anker.
- Dunn, D. S., McCarthy, M. A., Baker, S., Halonen, J. S., & Hill, G. W. (2007). Quality benchmarks in undergraduate psychology programs. *American Psychologist, 62*, 650-670.
- Groccia, J. E., Alsudairi, M. A. T., & Buskist, W. (Eds.). (2012). *Handbook of college and university teaching: A global perspective*. Los Angeles, CA: Sage.
- Gottfried, G. M., Jonhson, K. E., & Vosmik, J. R. (2009). *Assessing student learning: A collection of evaluation tools*. Office of Teaching Resources in Psychology. Retrieved from <http://teachpsych.org/resources/Documents/otrp/resources/gottfried09.pdf>
- Handelsman, M. (2005). *Clinical psychology: Ethics and issues*. Office of Teaching Resources in Psychology. Retrieved from <http://teachpsych.org/resources/Documents/otrp/syllabi/mh05ethicsf.pdf>
- Handelsman, M. (2011). *Ethics and professional issues in psychology*. Office of Teaching Resources in Psychology. Retrieved from <http://teachpsych.org/resources/Documents/otrp/syllabi/mh05ethicsf.pdf>
- Hill, G. W. (1998). Activities and videos for teaching cross-cultural issues in psychology. Retrieved from <http://teachpsych.org/resources/Documents/otrp/resources/hill98activities.pdf>
- Huba, M. E., & J. E. Freed. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn and Bacon.
- Keeley, J., Smith, D., & Buskist, W. (2006). The Teacher Behavior Checklist: Factor analysis of its utility for evaluating teaching. *Teaching of Psychology, 33*, 84-91. doi:10.1207/s15328023top3302_1
- Keeley, J., Furr, R. M., Buskist, W. (2010). Differentiating psychology students' perceptions of teachers using the teacher behavior checklist. *Teaching of Psychology, 37*, 16-20. doi: 10.1080/00986280903426282
- Kite, M. et al. (2012). Presidential taskforce on diversity education. *Office of Teaching Resources in Psychology*. Retrieved from <http://teachpsych.org/diversity/ptde/index.php>

- Littleford, L. N. (2005). *Understanding and expanding multicultural competence in teaching: A faculty guide*. Office of Teaching Resources in Psychology. Retrieved from <http://teachpsych.org/resources/Documents/otrp/resources/littleford05.pdf>
- Maki, P. L. (2011). Developing an assessment plan to learn about student learning. *The Journal of Academic Librarianship*, 28(1-2), 8-13. doi:10.1016/S0099-1333(01)00295-6
- Prieto, L. R., & Meyers, S. (2000). Effects of training and supervision on the self-efficacy of psychology graduate teaching assistants. *Teaching of Psychology*, 26, 264-266. doi: 10.1207/S15328023TOP260404
- Project Syllabus (2011). *Project syllabus*. Retrieved from <http://teachpsych.org/otrp/syllabi/index.php>
- Pusateri, T., Halonen, J., Hill, B., & McCarthy, M. (2009). *The assessment cyberguide for learning goals and outcomes*. Washington, DC: American Psychological Association. Retrieved July 19, 2010 from <http://www.apa.org/ed/governance/bea/assessment-cyberguide-v2.pdf>
- Rominger, R., & Kolesar, A. (2008). Diversity related bibliography and resources. *Office of Teaching Resources in Psychology*. Retrieved from <http://teachpsych.org/resources/Documents/otrp/resources/rominger08.pdf>
- Schaeffer, G., Epting, K., Zinn, T., & Buskist, W. (2003). Student and faculty perceptions of effective teaching: A successful replication. *Teaching of Psychology*, 30, 133-136.
- Slattery, J. M., & Carlson, J. F. (n.d.). *Guidelines for preparing exemplary syllabi*. Retrieved from http://teachpsych.org/Resources/Documents/otrp/syllabi/exemplary_syllabi.pdf
- Slattery, J. M., & Carlson, J. F. (2005). Preparing an effective syllabus: Current best practices. *College Teaching*, 53, 159-164.
- Svinivki, M., & Mckeachie, W. J. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (13th ed.). Belmont, CA: Wadsworth.
- Tomcho, T. J. et al. (2009). APA's learning objectives for research methods and statistics in practice: A multimethod analysis. *Teaching of Psychology*, 36, 84-89. doi:10.1080/00986280902739693