

Teaching competence assessment of Dr NN

Dr NN has applied for the position of XX at the Department of X, School of Y. The teaching competence assessment committee (TCAC) of the School of Y observed the candidate's teaching demonstration/authentic teaching session on X.X.202X and interviewed the candidate on X.X.20XX.

The TCAC evaluated the teaching competence of the candidate using Aalto University's key teaching areas. The evaluation is based on the candidate's written teaching portfolio, teaching demonstration/authentic teaching session, as well as an interview by the TCAC. Teaching competence is assessed on a scale: "Emerging / Developing / Good / High quality / Excellent".

Assessment of key teaching competence areas

The TCAC has assessed the candidate's teaching competence in the key teaching components as below.

1. *Approach to teaching and learning*
TCAC adds the evidence-based text based on each case and assessment criteria (see matrix).
2. *Teaching experience*
TCAC adds the evidence-based text based on each case and assessment criteria (see matrix).
3. *Curriculum development and educational leadership*
TCAC adds the evidence-based text based on each case and assessment criteria (see matrix).
4. *Development as a teacher*
TCAC adds the evidence-based text based on each case and assessment criteria (see matrix).
5. *Feedback*
TCAC adds the evidence-based text based on each case and assessment (see matrix).

The ability to teach (teaching demonstration/authentic teaching)

The target audience for the demonstration was (BSc/MSc/doctoral) students, and the given time was X minutes. The subject was "XXX", and the session was part of the course XXX [indicate if authentic teaching situation]. In addition to the members of the TCAC, X other people attended the demonstration.

Dr NN's teaching demonstration was (TCAC adds the description, see the areas in the Guidelines for a candidate)

Comprehensive holistic assessment

The TCAC concludes that the teaching competence of the candidate is emerging, developing, good, high quality, excellent.

- Strengths and achievements in key teaching competence areas (TCAC discusses and adds description)
- Areas in need of development (TCAC discusses and adds description)
[In tenure- and full appointment processes: please describe this part as well/tangible as possible what teaching competence is missing, when the TCAC's grade is lower than Excellent].

N.N., Title (Prof.), TCAC chair *[add in the assessment, if not the TCAC's nominated chair]*

TCAC members involved in alphabetical order

- Anna Aamu, Professor, Department of X, School of Y
- Bertil Cederström, Professor, Department of X, School of Y
- Jaana Jokiniitty, Senior university lecturer, Department of X, School of Y
- Matti Miettinen, Pedagogical specialist, Learning services, School of Y/Aalto Teacher Services
- Ville Vallgren, Professor, Department of X, School of Y

As an external substance member *[add this in advancements, if needed]*

- Matti Miettinen, Professor, external evaluator, representative nominated by the departmental committee, Department of X, School of Y