

GUIDELINES FOR THE TEACHING COMPETENCE ASSESSMENT COMMITTEE (TCAC)

Published on 1.4.2024

The purpose of the teaching competence assessment is to support teaching competence recognition and the personal development in teaching. This document is a **framework** for teaching competence assessments in tenure track and lecturer career system at all schools of Aalto University. The comprehensive assessment framework is used to define the **candidate's overall teaching ability, maturity, and potential** as a teacher and teaching and learning developer.

Remarks

1. The teaching competence assessment is **a holistic assessment** – it takes into account teaching competence components presented in this document.
2. The comprehensive key teaching competence components are:
 1. *Approach to teaching and learning*
 2. *Teaching experience*
 3. *Curriculum development and educational leadership*
 4. *Development as a teacher*
 5. *Feedback*
 6. *Ability to teach*
3. In pages 2–4, each teaching competence component is described together with **examples** of expectations in different experience and maturity levels. **Note that examples are not exact requirements, and competence can be demonstrated in different ways.** The schools may further specify the merits relevant in the field.
4. The teaching competence assessment is based on 1) the portfolio of the candidate, 2) a teaching demonstration/an authentic teaching session with students, and 3) an interview with the candidate.

Please see the [Guidelines for a candidate](#) on how to compile a teaching portfolio.
5. After going carefully through each component, the assessment committee gives **overall holistic grade for the candidate's teaching competence**. The overall holistic assessment also indicates the development areas for the candidate.

The grade scale is: *Emerging, Developing, Good, High Quality, Excellent*. If there is no or only very limited evidence of teaching competence, also grade *Not acceptable* can be given.

GRADE COMPONENT	EMERGING	DEVELOPING	GOOD	HIGH QUALITY	EXCELLENT
1. APPROACH TO TEACHING AND LEARNING <i>Refers to candidate's conception of teaching and learning, description and justification of teaching practices, as well as the reflection on how the approach is aligned to Aalto University's education strategy, values, and strategic objectives.</i>	No or limited evidence found.	Some description of the understanding of teaching and learning principles, and ability to reflect on them.	Good description of the approach to teaching and learning, and how the approach affects one's teaching. Description of the alignment of the approach to Aalto education strategy, values, and strategic objectives to a limited level.	Well-reasoned description of the approach to teaching and learning, and how the approach affects one's teaching. A vision for the development of teaching, supervision, and learning, and rationale how the vision supports student learning. Systematic alignment of the approach to Aalto education strategy, values, and strategic objectives.	Well-reasoned description of a pedagogically justified approach to teaching and learning, and clear evidence of how the approach is implemented in one's teaching. Evidence of positive influence of this approach on student learning. A well-reasoned vision for the development of teaching, supervision, and learning, and rationale how the vision supports student learning. Systematic alignment of the approach to Aalto education strategy, values, and strategic objectives.
2. TEACHING EXPERIENCE <i>Includes university teaching, supervision of bachelor, master and doctoral level theses, as well as teaching for life-wide learning audiences. In addition, course development, development of teaching and learning materials, or supporting online learning are included.</i>	No or limited evidence found.	Has gained some teaching experience, or shows potential in teaching, supervision, or development of teaching and learning material.	Teaching experience varies from one to some courses, role as a teacher-in-charge, academic advisor, or similar. Supervision/advising experience varies from one to some, mostly bachelor and master level theses, project works, or similar (completed and/or ongoing). Some evidence of course development. Some evidence of development of teaching and learning material or online learning.	Teaching experience covers regular teaching responsibilities, target groups mostly in bachelor and master level studies. Many roles in teaching (e.g., teacher-in-charge, academic advisor, or similar). Supervision/advising experience at all levels (completed and/or ongoing). Clear evidence of systematic course development. Clear evidence of development of teaching and learning material.	Extensive teaching experience: many courses at different levels and for different target groups (e.g. bachelor, master, doctoral, life-wide/executive), variety of forms of teaching (e.g. co-teaching, onsite, online). Extensive supervision/advising experience at all levels (both completed and ongoing). Extensive evidence of systematic, innovative, and successful course development. Extensive evidence of development of teaching and learning materials with the support of new pedagogical and/or technological opportunities. Materials are publicly available and/or used by other teachers.

GRADE COMPONENT	EMERGING	DEVELOPING	GOOD	HIGH QUALITY	EXCELLENT
3. CURRICULUM DEVELOPMENT AND EDUCATIONAL LEADERSHIP <i>refers to activities, responsibilities and role in educational development that exceed course-level development.</i>	No or limited evidence found.	Shows potential in participation in programme-level development, curriculum development, or educational management in the major/programme or at the department. Shows potential in participation in curriculum development and in educational leadership at the unit/major/programme level.	Some evidence and reflection of participation in programme-level development, curriculum development, or educational management in the major/programme or at the department. Some evidence of participation and involvement in the development and/or management of teaching at the school level.	Clear evidence and reflection of having a role in programme-level development, curriculum development, or educational management in the major/programme, or at the department. Participation and involvement in the development and/or management of teaching at the school level.	Broader evidence and reflection of having an important role in programme-level development, curriculum development, or educational management in the major/programme, or at the department and school level. Broader evidence of contribution to and impact in the field (e.g., school, university, national, or international level educational leadership or development). Evidence of pedagogical mentoring of junior faculty members.
4. DEVELOPMENT AS A TEACHER <i>includes pedagogical studies, or other ways of acquiring and developing one's own teaching competence, as well as providing evidence and reflection of these. In this component, schools may have defined their own further requirements.</i>	No or limited evidence found.	May have acquired pedagogical studies or informal pedagogical competence. Shows potential in development as a teacher, or some evidence of development as a teacher.	5 ECTS in pedagogical studies, or evidence of other ways of acquiring or developing knowledge in teaching and learning. Good evidence of development as a teacher. E.g., identification of one's strengths and development areas as a teacher.	5 or more ECTS in pedagogical studies, or evidence of other ways of acquiring or developing knowledge in teaching and learning. Clear evidence and reflection of development as a teacher (e.g. addressing one's strengths and development areas as a teacher; reflection on how pedagogical studies have contributed to development).	5 or more ECTS in pedagogical studies, or evidence of other ways of acquiring or developing knowledge in teaching and learning. Broader evidence and reflection of development as a teacher (e.g., systematically addressing one's strengths and development areas as a teacher; reflection on how pedagogical studies have contributed to development). Engagement in pedagogical development (e.g., research, papers, presentations, and/or publications on teaching and learning in one's field).

GRADE COMPONENT	EMERGING	DEVELOPING	GOOD	HIGH QUALITY	EXCELLENT
5. FEEDBACK <i>includes evidence-based description of student feedback received from courses and teaching, as well as how the candidate has utilised feedback to develop teaching and learning. Also, peer feedback, any other assessments of teaching competence, and honours or awards can be included.</i>	No or limited evidence found.	Has collected some feedback. Some or little evidence of make use of collected feedback.	Feedback is systematically collected. Evidence of effort to make use of collected feedback.	Feedback is systematically collected, analysed, and used. Selected samples/examples of diverse feedback are described. Collected feedback is mostly positive. Evidence of an active effort to make use of feedback (e.g., evidence of self-reflection on and utilisation of feedback in the development of teaching).	Feedback is systematically and comprehensively collected, analysed, and used. Selected samples/examples of diverse feedback are described. Collected feedback is to a large extent positive. Feedback is adopted as a key tool for development (e.g., evidence of systematic self-reflection and the use of feedback to enhance professional competence). Honours and awards of good teaching
6. Ability to teach			Assessed through the teaching demonstration (in authentic teaching session if possible).		