Every discipline has a signature pedagogy - a distinctive set of norms and teaching practices that is emblematic of that discipline. Shulman argues that these signature pedagogies reveal the nature of a discipline - its assumptions, beliefs, and epistemologies. There is a "hidden curriculum" that is taught through a signature pedagogy, thereby socializing students into the norms and values of that discipline. However, in many disciplines, signature pedagogies have failed to evolve as disciplinary norms and values have evolved.

This document summarizes a NASEM workshop on teaching evaluation. There is great momentum towards change in the way STEM teaching is evaluated. There are many innovations in teaching evaluation, and many ways to support systemic change in teaching evaluation. Workshop members also identified and addressed the next steps: identifying what excellent teaching looks like, identifying the best methods for evaluation, centering diversity and inclusion, and recognizing the institutional factors that promote sustainable change.

The Keck/PKAL Model is designed to guide change processes aimed at improving student learning and success. This model can be described as a river - which flows towards change and swirls and eddies as it encounters obstacles. The swirls represent the iterative process that change leaders engage in to navigate past these obstacles. Travelers along the river may join or leave at different points, and they may change direction and paddle in the other direction at times - but the overall direction is towards change.

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