

Rubric for evaluating teaching philosophy statements for M620 SOTL study

(Adapted from "Rubric for Statements of Teaching Philosophy", M. Kaplan, C. O'Neal, R. Carillo, and D. Kardia, University of Michigan, <http://www.crlt.umich.edu/gsis/onedayPFF2005/TeachingPhilosophyRubric.pdf>)

Components		Exceptional (=3)	Adequate (=2)	Needs work (=1)	Absent (=0)	Comments
Learning Goals: What got you interested in your discipline? What does your discipline mean to you? What do you most hope students will appreciate about your discipline? What knowledge, skills, and attitudes are important for student success in your discipline? How are these disciplinary knowledge, skills, and attitudes related to students' academic, personal, and professional success?	Discipline motivation	Expresses what the author appreciates about studying own discipline.	Addresses author's appreciation for disciplinary study, although the aspects may be somewhat vague.	Author's appreciation for disciplinary study is vague.	Does not address author's appreciation for disciplinary study.	
	Teaching motivation	Expresses what the author appreciates about teaching.	Addresses author's appreciation for teaching, although the aspects may be somewhat vague.	Author's appreciation for teaching is vague.	Does not address author's appreciation for teaching.	
	Specificity	Learning goals are specific to the context of the discipline.	Learning goals are usually specific to the discipline but they can sometimes be stated too broadly.	Learning goals are often unfocused or incomplete.	States learning goals so broadly that they could apply to any discipline.	
	Balance	Balances disciplinary knowledge ("remembering"), skills ("doing"), and attitudes ("believing").	Addresses disciplinary knowledge, skills, and attitudes, although the attention may be somewhat unbalanced.	Tends to focus on one or two elements of disciplinary expertise (knowledge, skills, or attitudes), largely ignoring other elements.	Does not address disciplinary knowledge, skills or attitudes.	
	Academic relevance	Connects learning goals to students' learning in other disciplines.	Explains learning goals with some reference to other disciplines, although the connection may be somewhat vague.	The connection of the learning goals to other disciplines is weak.	Focuses on success in a particular course or discipline.	
	Student growth	Balances students' academic, personal, and professional growth.	Addresses students' academic, personal, and professional growth, although the attention may be somewhat unbalanced.	Tends to focus on one or two elements of the students' growth (academic, personal, or professional), largely ignoring other elements.	Does not address students' growth as individuals.	

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Teaching Methods: What do you see as the relationship between the student and the teacher? What do you see are the respective responsibilities of the student and the teacher? How are these relationships and responsibilities reflected in your teaching methods? How do these methods contribute to your learning goals for students? Why are these teaching methods appropriate for use in your discipline? How are your teaching methods attentive to student expectations and needs? How do your personal characteristics and values impact your choice and implementation of your teaching methods?	Specificity	Incorporates descriptions of specific learning activities (e.g. lectures, discussions, group work).	Incorporates descriptions of specific learning activities, although more details or activities may be needed.	Descriptions of learning activities are usually stated too broadly or generally.	Does not specifically describe any learning activities.	
	Integration	Connects learning activities to disciplinary, academic, personal, and professional learning goals.	Usually connects learning activities to learning goals, although the connection is sometimes not well developed.	Articulation of learning activities is often basic and unreflective, with few connections to learning goals.	Does not connect learning activities to learning goals.	
	Variety	Descriptions of learning activities represent different learning goals and different environments.	Descriptions of learning activities represent different learning goals and different environments, although examples may be similar in learning goal or environment applied.	Examples of learning activities are generally similar in learning goal or environment applied.	Provides no variety in learning activities.	
	Diversity	Connects learning activities to diverse student needs and expectations.	Usually connects learning activities to diverse student needs, although the connection is sometimes not well developed.	The connection between learning activities and diverse student needs is weak or vague.	Does not relate learning activities to diverse student needs.	
	Interpersonal	Connects learning activities to desired instructor/student relationship.	Usually connects learning activities to desired instructor/student relationship, although the connection is sometimes not well developed.	The connection between learning activities and desired instructor/student relationship is weak or vague.	Does not relate learning activities to desired instructor/student relationship.	
	Scholarly teaching	Incorporates references to specific disciplinary and pedagogical resources (e.g. texts, research, people, experiences) to support learning activities.	Incorporates references to specific disciplinary and pedagogical resources, although examples may be somewhat limited or sometimes too general.	References to disciplinary and pedagogical resources are usually stated too broadly or generally.	Does not identify disciplinary and pedagogical resources to support learning activities.	

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Assessment of student learning: How do you know your learning goals are being achieved using your teaching methods? What sorts of learning assessment tools do you use (e.g. tests, papers, portfolios, journals) and why? What do the learning assessments say about your teaching?	Specificity	Incorporates descriptions of specific formal and informal assignments (e.g. tests, papers, portfolios).	Incorporates descriptions of specific assignments, although more details or assignments may be needed.	Descriptions of assignments are usually stated too broadly or generally.	Does not specifically describe any assignments.	
	Integration	Connects assignments to disciplinary, academic, personal, and professional learning goals.	Usually connects assignments to learning goals, although the connection may be not well developed.	Descriptions of assignments are often basic and unreflective, with few connections to learning goals.	Does not connect assignments to learning goals.	
	Variety	Descriptions of formal and informal assignments (e.g. tests, papers, portfolios, journals) represent different learning goals and different environments.	Descriptions of assignments represent different learning goals and different environments, although examples may be similar in learning goal or environment.	Examples of assignments are generally similar in learning goal or environment.	Provides no variety in learning assessments.	
	Interpersona 	Connects design of assignments to diverse student needs and expectations.	Usually connects design of assignments to diverse student needs, although the connection may be not well developed.	Rarely connects design of assignments to diverse student needs or the connection is weak or vague.	Does not relate design of assignments to diverse student needs.	
	Learning outcomes	Incorporates descriptions of specific assignment outcomes (e.g. exam grades, example projects).	Incorporates descriptions of specific assignment outcomes, although more details or outcomes may be needed.	Descriptions of assignment outcomes are usually stated too broadly or generally.	Does not present outcomes of assignments.	
	Outcomes analysis	Assesses accomplishment of learning goals using assignment outcomes; analysis is well-developed and reflective.	Assesses accomplishment of learning goals using assignment outcomes, although the analysis may be not well developed.	Assessment of learning goals using assignment outcomes is often basic and unreflective.	Does not assess accomplishment of learning goals using assignment outcomes.	

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Assessment of teaching: What teaching assessments do you use? What do these teaching assessments say about your teaching? What are your strengths as a teacher? How will you improve students' achievement of these learning goals? What aspects of your teaching are you working on now?	Specificity	Incorporates specific teaching evaluation data from student, peer, supervisor comments and student ratings.	Incorporates specific teaching evaluation data, although more details or examples may be needed.	Descriptions of teaching evaluation data are often stated too broadly or generally.	No teaching evaluation data are specifically described.	
	Variety	Incorporates multiple forms of teaching evaluation data (quantitative, qualitative; student, peer, supervisor).	Forms of teaching evaluation data presented are somewhat limited or unbalanced.	Forms of teaching evaluation data are significantly limited or unbalanced.	Provides no variety in teaching evaluation data.	
	Analysis	Assesses accomplishment of teaching and learning goals (e.g. student/teacher relationship, student learning) using teaching evaluation data; analysis is well-developed and reflective.	Assesses accomplishment of teaching and learning goals using teaching evaluation data, although the analysis may be not well developed.	Assessment of teaching and learning goals using teaching evaluation data is often basic and unreflective.	Does not assess accomplishment of teaching and learning goals using teaching evaluation data.	
	Teaching development	Identifies a specific teaching aspect for development (e.g. incorporating technology, improving discussion leadership).	Identifies a teaching aspect for development, although the aspect may be stated somewhat vaguely or generally.	Teaching aspect for development is stated too broadly or generally.	Does not identify a teaching aspect for development.	
	Development integration	Connects teaching development plan to teaching and learning goals.	Connects teaching development plan to teaching and learning goals, although the connection may be not well developed.	Description of teaching development plan is often basic and unreflective, with few connections to teaching and learning goals.	Does not relate teaching development plan to teaching and learning goals.	
	Scholarly teaching	Incorporates references to specific disciplinary and pedagogical resources (e.g. texts, research, people, experiences) to support teaching development.	Incorporates references to specific disciplinary and pedagogical resources to support teaching development, although examples may be somewhat limited or sometimes too general.	References to disciplinary and pedagogical resources to support teaching development are limited or stated too broadly or generally.	Does not identify disciplinary and pedagogical resources to support teaching development.	

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Style: Structure, rhetoric, and language: How is the reader engaged? How is the statement thematically structured? Is the language used appropriate to the discipline and audience?	Structure	Engages the reader with an organizing structure, theme, thesis, or metaphor.	Connects ideas in statement with an organizing structure or theme, although the organizing structure may sometimes be weak.	The organizing structure or theme of the statement is weakly or inconsistently connected to the ideas discussed in the statement.	No overall structure present. The statement is a collection of disconnected statements about teaching.	
	Jargon	Disciplinary and/or pedagogical jargon is avoided, and teaching terms (e.g. critical thinking) are given specific definitions that apply to the instructor's disciplinary context.	Use of disciplinary and/or pedagogical jargon is very limited.	May contain some disciplinary and/or pedagogical jargon.	Disciplinary and/or pedagogical jargon is used liberally and not supported by specific definitions or examples.	
	Interpersonal	The statement is written from a personal point of view, referring to "I", "we", and "my students" throughout.	The statement is written primarily from the personal point of view, although there may be a few instances of passive voice.	The statement is written interchangeably between active and passive voice.	The statement is written almost exclusively in passive voice, giving it an impersonal style.	