

Rubric for evaluating teaching portfolios 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	Adequate	Needs Work	Absent
<p>Structure: How does the author help the reader know what's in each section of the portfolio? How does the author help the reader understand why each element of the portfolio is a demonstration of a commitment to teaching excellence?</p> <p>[Table of Contents; section tabs; statement of teaching philosophy]</p>	Organization	Portfolio documents are organized into sections with well-defined visual cues to organization (e.g. Table of Contents; section tabs).	Portfolio documents are generally organized into sections, and visual cues to organization are generally helpful. Organization and visual cues could use a little polish.	Documents are sometimes inconsistently organized into sections, or the visual cues to organization are unclear.	Portfolio is a disorganized collection of documents with no visual structure.
	Audience	Organization and overall selection of elements demonstrate sense of audience and purpose (e.g. formative or summative evaluation)	Organization and selection of elements are generally connected to purpose of portfolio, although the connection may be weak or some elements may be superfluous.	Purpose of or audience for portfolio is unclear, and many elements seem unrelated or superfluous to the portfolio.	Portfolio is a collection of documents with no sense of purpose or audience.
	Integration	Teaching philosophy statement acts as a central theme or framework that is carried throughout rest of portfolio elements.	Teaching philosophy statement and portfolio elements are generally connected to each other, although the connection made be weak or not obvious at times.	Teaching philosophy statement and portfolio elements seem unconnected or unrelated to each other.	Teaching philosophy statement not included in portfolio.

Components		Exceptional	Adequate	Needs Work	Absent
Teaching History: What is your breadth and depth of teaching experience? What levels of courses (e.g. survey, upper-level, topics), primary modes of instruction (lecture, discussion, lab/field/studio), and number and levels of students (e.g. majors/non-majors; freshman/senior) have you taught? What were your responsibilities in these teaching experiences?	Specificity	Conveys specific information about the nature, purpose, and type of teaching roles and responsibilities.	Descriptions of teaching roles and responsibilities are generally specific although there may be a few gaps or questions remaining about the information provided about the teaching roles.	Descriptions of teaching roles and responsibilities are often too vague to understand their nature, purpose, and type. It is more like a list of job titles typical of a curriculum vita.	Does not include a teaching history.
	Organization	Teaching history is concise and consistently formatted.	Teaching history is generally organized, although it could use some polish to help the reader follow the organization.	Teaching history is verbose, inconsistently organized, or needs a revised organizational structure.	Teaching history is a disorganized collection of job titles with no visual structure.

Components		Exceptional	Adequate	Needs Work	Absent
Course Design: What are your learning goals for students? How do these learning goals depend upon the course topic, course level, and student population? [2-3 sample syllabi]	Selection	Syllabi represent experience in designing courses for different student populations and topics.	Syllabi represent experience in designing courses for different student populations and topics, although the syllabi may be similar in environment applied.	Syllabi are generally similar in learning goal or environment applied.	Provides no examples of syllabi.
	Integration	Connects syllabi to teaching philosophy and learning goals.	Connects syllabi to teaching philosophy and learning goals, although the connection is sometimes not well developed.	Connection of syllabi to teaching philosophy and learning goals is often basic and unreflective.	Syllabi are a collection of courses designed, with no connection to teaching philosophy or learning goals.

Components		Exceptional	Adequate	Needs Work	Absent
Teaching Methods: What is your repertoire of teaching methods? How do these methods contribute to your learning goals for students in that class and learning module? Why are these methods appropriate for use in your discipline? [2-3 sample activities]	Selection	Presents examples of learning activities (e.g. sample lectures, discussion topics, classroom activities, group projects) representing different learning goals and learning environments.	Presents examples of learning activities representing different learning goals and learning environments, although the examples are sometimes similar in learning goal or environment applied.	Examples of learning activities are generally similar in learning goal or environment applied.	Provides no examples of learning activities.
	Integration	Connects learning activities to teaching philosophy and learning goals.	Connects learning activities to teaching philosophy and learning goals, although the connection is sometimes not well developed.	The connection between the learning activities and teaching philosophy and learning goals is vague or weak.	Does not connect learning activities to teaching philosophy or learning goals.

Components		Exceptional	Adequate	Needs Work	Absent
Assessment of student learning How do you know your goals for students are being met? How does your feedback to students enhance their learning or progress in the course? [2-3 examples of student work ; 2-3 samples of graded work]	Selection	Presents examples of formal and informal assignments (e.g. tests, papers, portfolios, journals) representing different learning goals and learning environments.	Presents examples of assignments representing different learning goals and learning environments, although the examples are sometimes similar in learning goal or environment applied.	Examples of assignments are generally similar in learning goal or environment applied.	Provides no examples of assignments.
	Integration	Connects assignments to teaching philosophy and learning goals.	Connects assignments to teaching philosophy and learning goals, although the connection is sometimes not well developed.	The connection between the assignments and teaching philosophy and learning goals is vague or weak.	Does not connect assignments to teaching philosophy or learning goals.

Components		Exceptional	Adequate	Needs Work	Absent
Assessment of teaching: What are your strengths as a teacher? What are your areas needing improvement? [student course evaluations, peer/supervisor observation]	Selection	Presents multiple forms of teaching evaluation data (student, peer supervisor comments and student ratings).	Presents multiple forms of teaching evaluation data, although more details, examples, or balance may be needed.	Forms of teaching evaluation are significantly limited or unbalanced.	Provides no teaching evaluation data.
	Presentation	Trends in the quantitative and qualitative evaluation data are apparent and easy for reader to interpret.	Presentation of quantitative and qualitative data is generally clear.	Presentation of quantitative and qualitative data is difficult to interpret.	Quantitative and qualitative data have not been summarized visually.
	Integration	Connects trends in the teaching evaluation data to the teaching philosophy and learning goals.	Connects trends in the teaching evaluation data to the teaching philosophy and learning goals, although the connection may be not well developed.	The analysis of the teaching evaluation data is basic and unreflective with few connections to the teaching philosophy and learning goals.	Does not include a reflection on teaching evaluation data.

Components		Exceptional	Adequate	Needs Work	Absent
Reflection on teaching: What is your teaching success trajectory (consistency, success with particular teaching environment, improvement over time)? How will you improve or enhance your students' achievement of these learning goals? What aspects of your teaching are you working on now? How are you making your teaching public?	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	Demonstrates familiarity with pedagogical resources (general and disciplinary) to support teaching development.	Provides examples of pedagogical resources to support teaching development, although the examples may be somewhat limited or too general.	Provides few or very general examples of pedagogical resources to support teaching development.	Does not identify pedagogical resources to support teaching development.