

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 easy to find because they are organized into sections with well-defined visual cues to organization (e.g. Table of Contents; section tabs).	Portfolio documents are generally easy to find; 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 often difficult to find in the portfolio because 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 which is carried throughout rest of portfolio archive and reflections.	Teaching philosophy statement and elements of portfolio are generally connected to each other, although the connection made be weak or not obvious at times.	Teaching philosophy statement and elements of portfolio seem unconnected or unrelated to each other.	Teaching philosophy statement not included in portfolio.

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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	Descriptions of teaching roles and responsibilities convey specific information about their nature, purpose, and type.	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 presented in a concise and consistent format.	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 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 variety of experiences in designing courses for different student populations and topics.	Syllabi are somewhat limited in variety and sometimes similar in terms of learning goal, technique, or environment applied.	Syllabi are significantly limited and generally similar in terms of learning goal, technique, or environment applied.	Provides only one or no examples of syllabi.
	Integration	Reflection explicitly connects syllabi presented to teaching philosophy and learning goals.	Reflection generally connects syllabi to teaching philosophy and learning goals or the connection is sometimes not well developed.	Reflection on syllabi is often basic, with few connections between syllabi and teaching philosophy or learning goals.	Syllabi seem more like a list of courses, with no connection to teaching philosophy or learning goals.

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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	Examples of teaching methods represent a variety of learning goals, techniques, and learning environments.	Examples of specific teaching methods are somewhat limited in variety and sometimes similar in terms of learning goal, technique, or environment applied.	Examples of specific teaching methods are significantly limited and generally similar in terms of learning goal, technique, or environment applied.	Provides no examples of teaching methods.
	Integration	Reflection explicitly connects the teaching methods to teaching philosophy and learning goals.	Reflection generally connects teaching methods to teaching philosophy and learning goals or the connection is sometimes not well developed.	Reflection on teaching methods is often basic, with few connections between teaching methods and teaching philosophy or learning goals.	Teaching methods seem more like a list of what is done in the classroom, with no connection 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	Examples of learning assessments represent experience with a variety of learning goals, techniques, and learning environments. (e.g. tests, papers, portfolios, journals).	Examples of the learning assessments are somewhat limited in variety and sometimes similar in terms of learning goal, technique, or environment applied.	Examples of learning assessments are significantly limited and generally similar in terms of learning goal, technique, or environment applied.	Provides no examples of student learning assessments.
	Integration	Reflection explicitly connects student learning assessment tools with teaching philosophy, and learning goals.	Reflection generally connects student learning assessments to teaching philosophy and learning goals or the connection is sometimes not well developed.	Reflection on student learning assessments is often basic, with few connections to teaching philosophy and learning goals.	Student learning assessments seem more like a list of how students are assessed in the classroom, with no connection 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	Several different forms of teaching assessment are analyzed (e.g. peer/supervisor observation and student evaluations).	Forms of teaching assessment presented are somewhat limited or unbalanced.	Forms of teaching assessment are significantly limited or unbalanced.	Provides no examples of teaching assessments.
	Presentation	Presentation of quantitative and qualitative data supports an argument about the instructor's teaching by making trends in the data apparent and easy for reader to interpret.	Presentation of quantitative and qualitative data is generally consistent with argument about instructor's teaching and the data presentation is generally clear.	Presentation of quantitative and qualitative data generally does not relate to argument about instructor's teaching, or the data presentation is difficult to interpret.	Quantitative and qualitative data have not been summarized visually.
	Integration	An argument about the instructor's teaching effectiveness is made which analyzes the teaching assessments and connects them to teaching philosophy student learning goals, and teaching methods.	The argument about the instructor's teaching effectiveness is generally solid; the analysis of teaching assessments is usually connected to learning goals, teaching methods, and teaching philosophy or the connection is sometimes not well developed.	The argument about the instructor's teaching effectiveness is basic and unreflective; the analysis of teaching assessments is weak with few connections to learning goals, teaching methods, and teaching philosophy.	Does not include a reflection on teaching assessments.

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?	Future	Identifies a plan for improvement or continued development which incorporates both the aspect that needs work and a strategy for change.	The plan for improvement or continued development is vague or general.	Plan for continued improvement or continued development is lacking a strategy for change.	Does not identify a plan for continued improvement or development.
	Scholarly teaching	Reflection demonstrates familiarity with both disciplinary and pedagogical resources to support teaching development.	Examples of disciplinary and pedagogical resources to support teaching development are somewhat limited or are sometimes too general.	Provides few examples of disciplinary and pedagogical resources to support teaching development or the examples are too general.	Does not identify disciplinary and pedagogical resources to support teaching development.