

### Teaching Philosophy Rubric

|                                                                                                                                                                                                                                                                                       | Needs work (1)                                                                                                                                              | Solid (2)                                                                                                                                                                     | Great (3)                                                                                                                                                                                               | Excellent (4)                                                                                                                                                                                                                                            |
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| <p><b>Goals for Student Learning – 10</b><br/>           What knowledge, skills, and attitudes are important for student success in your discipline?</p> <p>What are you preparing students for?</p> <p>What are key challenges in the teaching-learning process?</p>                 | <p>Articulation of goals is unfocused, incomplete, or missing.</p>                                                                                          | <p>Goals are articulated. However, they are broad and not necessarily specific to the discipline. Goals focus on knowledge acquisition.</p>                                   | <p>Goals are clearly articulated. Goals are mostly relevant to the instructor’s discipline and mostly go beyond knowledge acquisition. Goals are generally not referenced throughout the statement.</p> | <p>Goals are clearly articulated and specific. Goals are relevant to the context of the instructor’s discipline and go beyond knowledge acquisition to consider skills, attitudes, career goals, etc. Goals are referenced throughout the statement.</p> |
| <p><b>The Learner – 10</b><br/>           What is the role of the teacher within the classroom or other learning environment?</p> <p>What are the characteristics of an effective teacher?</p> <p>What influence do teachers have on student success in the learning environment?</p> | <p>The statement does little to articulate a view of the learner or their role in the learning environment.</p>                                             | <p>The statement briefly refers to the learner’s role in the teacher-learner relationship. The learner’s role within the learning environment is not clearly articulated.</p> | <p>The statement features a view of the learner within the learning environment. The role of learners in the teacher-learner relationship is discussed.</p>                                             | <p>The statement features a clearly articulated view of the learner within the learning environment, demonstrating a coherent theory of the learner’s role in the Teacher-Learner relationship.</p>                                                      |
| <p><b>Teaching methods - 10</b><br/>           What teaching methods do you use?</p> <p>How do these methods contribute to your goals for students?</p>                                                                                                                               | <p>The statement features little in the way of strategies. The strategies present are not strongly tied to the writer’s goals, expectations, and theory</p> | <p>The statement features general strategies which are sometimes congruent with the writer’s goals, expectations, and theory</p>                                              | <p>The statement features general strategies which are mostly congruent with the writer’s goals, expectations, and theory</p>                                                                           | <p>The statement features specific strategies which are congruent with the writer’s goals, expectations, and theory</p>                                                                                                                                  |

| Why are these methods appropriate for use in your discipline?                                                                                                                                                                                                                                                                      | of the Teacher-Learner relationship.                                                 | of the Teacher-Learner relationship.                                                                                                                                | of the Teacher-Learner relationship.                                                                                                                                                                | of the Teacher-Learner relationship.                                                                                                                                                             |
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| <p><b>Evaluation – 20</b></p> <p>What teaching assessments do you use?</p> <p>What do these teaching assessments say about your teaching?</p> <p>What are your strengths as a teacher?</p> <p>How will you improve students' achievement of these learning goals?</p> <p>What aspects of your teaching are you working on now?</p> | Evaluation of teaching effectiveness is not articulated fully.                       | Statement discusses evaluation tools and teaching effectiveness. However, plan is not clearly articulated and/or is not clearly tied to goals for student learning. | Statement articulates a plan to evaluate teaching effectiveness. Evaluation is tied to goals for student learning. Some evaluation tools are described.                                             | Statement articulates a cohesive plan to evaluate teaching effectiveness. Evaluation is clearly tied to goals for student learning. Specific examples of evaluation tools are clearly described. |
| <p><b>Inclusive Learning Environment – 20</b></p> <p>How do your own and your students' identities (e.g., race, gender, class), background, experience, and levels of privilege affect the classroom?</p> <p>How do you engage students in a variety of ways?</p>                                                                  | Inclusion is not connected to teaching practices and/or is not addressed adequately. | Inclusivity is addressed in a cursory manner or it is isolated from the rest of the statement of teaching philosophy.                                               | Statement articulates a philosophy of inclusion. Inclusive education is sometimes integrated throughout the statement. Statement demonstrates some awareness of issues of equity in the discipline. | Statement articulates a coherent philosophy of inclusion. Inclusive education is integrated throughout the statement. Statement demonstrates awareness of issues of equity in the discipline.    |

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| <p>How do you integrate diverse perspectives into your teaching?</p>                                                                                                                                                                                          |                                                                                                |                                                                                                      |                                                                                                   |                                                                                                                                                                                                   |
| <p><b>Illustrative Examples – 20</b><br/> Do you provide specific examples from experience, academic work, or field experience?<br/><br/> Do you Illustrates points in a vivid or memorable way?</p>                                                          | <p>Supporting examples are of unclear relevance or are inadequate.</p>                         | <p>Examples are relevant but are generic or not based in personal experience.</p>                    | <p>Supporting examples from the writer’s experience are specific and relevant.</p>                | <p>Specific examples from experiences in the classroom as a teacher or student, from field experience, or from academic work are that illustrate points are present throughout the statement.</p> |
| <p><b>Clarity – 10</b><br/> Is the writing clear? Organized? Free from errors of mechanics and usage? Written in appropriate academic style?<br/><br/> Does the writing have a unifying theme?<br/><br/> Is the writing suggestive of the writer’s voice?</p> | <p>The statement is not cohesive, clear, well organized, and free from grammatical errors.</p> | <p>The statement is sometimes cohesive, clear, well organized, and free from grammatical errors.</p> | <p>The statement is mostly cohesive, clear, well organized, and free from grammatical errors.</p> | <p>The statement is cohesive, clear, well organized, and free from grammatical errors. The writer’s voice is strong.</p>                                                                          |