

## Graduate Student Teaching Award

### Evaluation Rubric

Items for Review	Adequate Criteria for 1 point	Good Criteria for 2 points	Exemplary Criteria for 3 points
<b>Letter(s) of Recommendation</b> – 1 from Dept. Chair/Supervisor; 1 from other	Letters speak to some teaching effectiveness and classroom achievement in general	Letters speak to teaching effectiveness and classroom achievement; recommend nominee	Letters speak to teaching effectiveness and classroom achievement with specific examples; strongly/highly recommend nominee
<b>Teaching Philosophy Statement</b>	General statement of teaching philosophy and beliefs	Clear statement(s) of teaching philosophy and beliefs; includes some examples from experience	Specific statement(s) of teaching philosophy and beliefs; includes clear examples from experiences
<b>Course Evaluations</b> i.e., student course evaluations and peer observations	Incomplete evidence; averages below or at mean	Sufficient evidence; averages at or above mean on some of the Courses and include open-end responses	Strong evidence; averages well above the mean on all courses and positive open-ended responses
<b>Teaching Evidence</b> i.e., syllabi/course outlines, exams, communications, assignments, etc.	Little or no evidence to facilitate critical thinking/reasoning skills in students	Some evidence to facilitate critical thinking/reasoning skills in students	Strong evidence to support critical thinking/reasoning skills in students
<b>Innovative Instructional Activities</b> i.e., methods, materials, variety, revision, creativity	Little or no evidence to support participatory/active learning in the classroom; little evidence of facilitating motivation/ interest on part of students	Evidence to support participatory/active learning in the classroom; some evidence of facilitating motivation /interest on part of students	Strong evidence to support participatory/active learning in the classroom; strong evidence of facilitating motivation/ interest on part of students

