

CTC Outcomes Rubric

Last updated: 2:42 pm September 8, 2017

Element Score (range=0 to 70)	Unsatisfactory 0-2	Developing 3-5	Proficient 6-8	Distinguished 9-10	Rater Comments
<p><b>1. Teaching Philosophy</b></p>	<ul style="list-style-type: none"> <li>Teaching goals are described in general terms but lack coherence, sufficient focus on the learner, or strategies for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching goals are described in a coherent, learner-focused manner.</li> <li>Includes concrete strategies of teaching and learning that clearly align with stated goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching goals are described in a coherent, student-focused, and compelling manner.</li> <li>Includes concrete strategies of teaching and learning that clearly align with stated goals and build on SoTL literature.</li> <li>Includes methods of assessing student progress toward stated goals.</li> </ul>	<ul style="list-style-type: none"> <li>Meets all criteria for proficiency while also being grounded in disciplinary principles or models of student thinking.</li> </ul>	
<p><b>2. Teaching Materials</b></p> <ul style="list-style-type: none"> <li>Syllabuses, assignments, lesson plans, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching materials do not align with best practices.</li> <li>There is little or no pre-planning for intentional alignment with best practices.</li> <li>Teaching materials are likely to result in student disengagement.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching materials are tangentially aligned with identified best practices.</li> <li>Pre-planning demonstrates intentional alignment with scholarship.</li> <li>Teaching materials are not likely to result in student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching materials are aligned with best practices for teaching and learning.</li> <li>Pre-planning demonstrates alignment with scholarship.</li> <li>Teaching materials are likely to result in student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching materials explicitly align with identified best practices for teaching and learning and the content area.</li> <li>Pre-planning demonstrates intentional alignment with scholarship.</li> <li>Teaching materials are highly likely to result in student engagement.</li> </ul>	

Element Score (range=0 to 70)	Unsatisfactory 0-2	Developing 3-5	Proficient 6-8	Distinguished 9-10	Rater Comments
<p><b>3. Assessments</b></p> <ul style="list-style-type: none"> <li>•Diagnostic, formative, summative</li> </ul>	<ul style="list-style-type: none"> <li>•Summary of assessment is missing directions given to students or key information on how and when the assessment was conducted (or would be conducted).</li> <li>•Incorrectly classifies type of assessment (diagnostic, formative, or summative).</li> <li>•Purpose and connection between assessment and course learning outcome(s) are unclear.</li> <li>•Analysis of student responses fails to identify trends in understanding or common misperceptions (or lacks a clear plan for analyzing student responses).</li> <li>•Does not explain how assessment results informed teaching (or how instructor would respond to assessment results).</li> </ul>	<ul style="list-style-type: none"> <li>• Includes summary of assessment with directions given to students. Information on how and when the assessment was conducted (or would be conducted) needs additional detail.</li> <li>• Correctly classifies type of assessment (diagnostic, formative, or summative) but does not provide a clear rationale for classification.</li> <li>• Explains the purpose of assessment. connection to learning outcome(s) in the course could be clearer.</li> <li>• Presents an analysis of student responses that identifies either trends in understanding or common misperceptions, but not both (or plan for analyzing student responses needs additional detail).</li> <li>• Provides general description of how assessment results informed teaching (or how instructor would respond to assessment results).</li> </ul>	<ul style="list-style-type: none"> <li>•Includes a detailed summary of assessment directions given to students and information on how and when the assessment was conducted (or would be conducted).</li> <li>•Correctly classifies type of assessment (diagnostic, formative, or summative), providing a rationale for classification.</li> <li>•Explains the purpose of assessment by making a clear connection to learning outcome(s) in the course.</li> <li>•Presents a useful analysis of student responses that identifies trends in understanding and common misperceptions (or presents a clear plan for analyzing student responses).</li> <li>•Provides concrete examples of how assessment results informed teaching (or how instructor would respond to assessment results).</li> </ul>	<ul style="list-style-type: none"> <li>•Includes multiple examples of assessment, all meeting criteria for Proficiency.</li> </ul>	

Element Score (range=0 to 70)	Unsatisfactory 0-2	Developing 3-5	Proficient 6-8	Distinguished 9-10	Rater Comments
<p><b>4. Bibliography</b></p> <ul style="list-style-type: none"> <li>• What do we know about learning</li> <li>• How do we assess learning?</li> <li>• How do we increase student engagement?</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations lack a clear summary of either study methods or relevant findings, perceptions-based research is not sufficiently differentiated from outcomes-based research.</li> <li>• Annotations lack concrete examples of how study findings inform the instructor's approach to teaching.</li> <li>• Missing scholarship relevant to all three questions in the prompt (learning, assessment, and engagement).</li> <li>• Contains no scholarship on teaching and learning from the instructor's field (if available).</li> <li>• Citation style is incorrectly or inconsistently applied.</li> </ul>	<ul style="list-style-type: none"> <li>• All annotations contain a clear summary of both study methods and relevant findings, presented in the instructor's own words. perceptions-based research is sufficiently differentiated from outcomes-based research.</li> <li>• All annotations contain concrete examples of how study findings inform the instructor's approach to teaching.</li> <li>• Contains scholarship relevant to all three questions in the prompt (learning, assessment, and engagement).</li> <li>• Contains scholarship on teaching and learning from the instructor's field (if available).</li> <li>• References are presented in a consistent citation style (e.g., APA, MLA, Chicago, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• All annotations contain a clear summary of both study methods and relevant findings, presented in the instructor's own words. perceptions-based research is sufficiently differentiated from outcomes-based research.</li> <li>• All annotations contain concrete examples of how study findings inform the instructor's approach to teaching.</li> <li>• Contains scholarship relevant to all three questions in the prompt (learning, assessment, and engagement).</li> <li>• Contains scholarship on teaching and learning from the instructor's field (if available).</li> <li>• References are presented in a consistent citation style (e.g., APA, MLA, Chicago, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Includes more than 10 sources, all meeting criteria for Proficiency.</li> </ul>	

Element Score (range=0 to 70)	Unsatisfactory 0-2	Developing 3-5	Proficient 6-8	Distinguished 9-10	Rater Comments
<p>5. <b>Application of Scholarship</b></p>	<ul style="list-style-type: none"> <li>•Includes a lesson plan.</li> <li>•Copy of the article is not included and / or no lesson plan.</li> <li>•Does not draw on recent literature.</li> <li>•Lesson plan outlines lesson plan, but may be missing one or more key components: objectives, instructional activities, assessments, resource / materials. and / or no clear connection to recent literature.</li> <li>•Does not draw conclusions from student data beyond completing minimal requirements.</li> </ul>	<ul style="list-style-type: none"> <li>•Includes a lesson plan that may or may not cite recent literature for support.</li> <li>•Copy of article is included</li> <li>•Lesson plan outlines objectives, instructional activities, assessments, and resources / materials needed.</li> <li>•Assesses implementation of the lesson. draws conclusions based on student data.</li> <li>•Does not connect conclusions with literature (or does so minimally)</li> </ul>	<ul style="list-style-type: none"> <li>•Includes a detailed lesson plan that cites recent literature for support.</li> <li>•Copy of article is included</li> <li>•Lesson plan outlines objectives, instructional activities, assessments, and resources / materials needed. alignment between objectives, activities, and assessment.</li> <li>•Assesses implementation of the lesson.</li> <li>•Draws conclusions, including strength and weaknesses, based on student data.</li> <li>•Connects conclusions with literature.</li> </ul>	<ul style="list-style-type: none"> <li>•Includes a detailed lesson plan that integrates and cites recent literature for support.</li> <li>•Copy of article is included.</li> <li>•Lesson plan outlines objectives, instructional activities, assessments, and resources / materials needed.</li> <li>•Clear and explicit alignment between objectives, activities, and assessment.</li> </ul>	
<p>6. <b>Teaching Evaluations</b></p> <ul style="list-style-type: none"> <li>• Done by supervisors, peers</li> </ul>	<p>One evaluation by a teacher is included.</p>	<p>One evaluation each by a teacher and peer are included.</p>	<p>Multiple evaluations by at least one teacher and one peer are included.</p>		

Element Score (range=0 to 70)	Unsatisfactory 0-2	Developing 3-5	Proficient 6-8	Distinguished 9-10	Rater Comments
<p>7. <b>Reflective Essay</b></p> <ul style="list-style-type: none"> <li>•What was learned</li> <li>•SoTL</li> <li>•Observations of the mentor</li> <li>•Field experience</li> <li>•Evidence-based teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>•Expresses thoughts about college level teaching certificate experience.</li> <li>•Explains the importance and benefits of two or more of these: CTC coursework, the scholarship of teaching and learning, observations from mentor, and field experience.</li> <li>•Does not a provide specific example from CTC experience to support summary.</li> <li>•Inadequately describes how current teaching reflects evidence-based strategies of teaching and learning and / or does not cite literature for support.</li> </ul>	<ul style="list-style-type: none"> <li>•Clearly summarizes college level teaching certificate experience.</li> <li>•Explains the importance and benefits of four or more of these: CTC coursework, the scholarship of teaching and learning, observations from mentor, and field experience.</li> <li>•Provides 1-2 specific examples from CTC experience to support summary.</li> <li>•Generally describes how current teaching reflects evidence-based strategies of teaching and learning, may or may not cite literature for support.</li> </ul>	<ul style="list-style-type: none"> <li>•Clearly summarizes college level teaching certificate experience.</li> <li>•Explains the importance and benefits of four or more of these: CTC coursework, the scholarship of teaching and learning, observations from mentor, and field experience.</li> <li>•Provides 3-4 specific examples from CTC experience to support summary.</li> <li>•Describes how current teaching reflects evidence-based strategies of teaching and learning, cites literature for support.</li> </ul>	<ul style="list-style-type: none"> <li>•Clearly summarizes CTC experience.</li> <li>•Explains the importance and benefits of all of these: CTC coursework, the scholarship of teaching and learning, observations from mentor, and field experience.</li> <li>•Provides 5 specific examples from CTC experience to support summary.</li> <li>•Insightfully describes how current teaching reflects evidence-based strategies of teaching and learning, cites literature for support.</li> </ul>	
<p><b>TOTAL SCORE</b></p> <p>_____</p>	<p><b>Unsatisfactory</b> <b>0-2</b></p>	<p><b>Developing</b> <b>3-5</b></p>	<p><b>Proficient</b> <b>6-8</b></p>	<p><b>Distinguished</b> <b>9-10</b></p>	

**RATER SUMMARY COMMENTS**