

## Outstanding Teaching Assistant Award Rubric

<b>Criteria</b>	<b>Marginal (1-4)</b>	<b>Substantial (5-7)</b>	<b>Outstanding/Exemplary (8-10)</b>	<b>SCORE</b>
<b>Effectiveness &amp; Innovation in Instruction</b> <i>(Considerations: Teaching Portfolio and Supervisor feedback)</i>	<ul style="list-style-type: none"> <li>• Uses <b>one</b> effective teaching method</li> <li>• <b>No</b> evidence that philosophy of teaching <b>influences</b> teaching style/methods</li> <li>• Exhibits <b>average</b> classroom management skills</li> <li>• <b>Standard approaches</b> in the area(s) of instructional materials, assignments, class activities, use of technology, and/or assessments. No evidence of attempts to be creative or innovative.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses <b>at least two</b> effective teaching methods to deliver content</li> <li>• Philosophy of teaching likely has <b>some positive influence</b> on teaching style/methods, though the connection may be unclear</li> <li>• Exhibits <b>strong</b> classroom management skills</li> <li>• <b>Creative approaches</b> in the area(s) of instructional materials, assignments, class activities, use of technology, and/or assessments, though approaches may not be novel</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a <b>variety</b> of effective teaching methods to deliver content</li> <li>• Philosophy of teaching <b>influences</b> teaching style/methods in a <b>clear, intentional, and positive</b> manner</li> <li>• Exhibits <b>advanced</b> classroom management skills</li> <li>• <b>Innovative approaches</b> in the area(s) of instructional materials, assignments, class activities, use of technology, and/or assessments</li> </ul>	
<b>Commitment to Student Learning</b> <i>(Considerations: Teaching Portfolio and Supervisor feedback)</i>	<ul style="list-style-type: none"> <li>• Facilitates <b>little or no</b> student engagement in the classroom</li> <li>• <b>No evidence</b> of providing a welcoming and inclusive classroom environment for all students</li> <li>• <b>Limited/minimal accessibility</b> to students outside of the classroom</li> <li>• Demonstrates <b>limited to no</b> understanding of the importance of learning assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates <b>some</b> student engagement in the classroom</li> <li>• <b>Provides</b> a welcoming and inclusive classroom environment for all students, <b>but may not be proactive</b> in approach</li> <li>• <b>Moderate/typical accessibility</b> to students outside of the classroom to answer questions, provide additional instruction, and ensure comprehension</li> <li>• Demonstrates <b>basic</b> understanding of the importance of learning assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates <b>substantial</b> quality student engagement in the classroom on a consistent basis</li> <li>• <b>Proactively</b> creates a welcoming and inclusive classroom environment for all students</li> <li>• <b>Easily accessible</b> to students outside of the classroom to answer questions, provide additional instruction, and ensure comprehension</li> <li>• Demonstrates <b>strong</b> understanding of the importance of learning assessments, which may include use of formative assessment techniques to measure student understanding</li> </ul>	
<b>Professional &amp; Academic Growth</b> <i>(Considerations: Teaching Portfolio and Supervisor feedback)</i>	<ul style="list-style-type: none"> <li>• <b>Does not use</b> feedback from students, peers, and/or faculty to improve teaching practices</li> <li>• <b>No evidence of</b> engagement in their academic discipline to promote intellectual development and new knowledge of subject matter</li> <li>• <b>Does not use</b> information available to them on the study of teaching &amp; learning and pedagogical research to develop professionally</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Uses</b> feedback from students, peers, and/or faculty to improve student teaching practices when needed or required</li> <li>• <b>Somewhat engaged</b> in their academic discipline to promote intellectual development and new knowledge of subject matter</li> <li>• <b>Uses</b> information available to them on the study of teaching &amp; learning and pedagogical research to develop professionally</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seeks and uses</b> feedback from students, peers, and/or faculty to improve teaching practices</li> <li>• <b>Very engaged</b> in their academic discipline to promote intellectual development and new knowledge of subject matter</li> <li>• <b>Actively seeks out</b> information on the study of teaching and learning and pedagogical research, <b>and uses</b> that knowledge to develop professionally</li> </ul>	

**TOTAL SCORE (MAX of 30)**

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