Teaching Effectiveness Rubrics

The following rubrics are adapted from the work of Simonson, Earl & Frary (2022). These rubrics are meant to be a starting point for conversation within your department to help articulate and evaluate teaching effectiveness. For consistency, the evaluation categories align with the scale outlined for the annual evaluation process. Additional information on each standard can be found on the CITL Teaching Effectiveness website and a glossary of terms is provided at the end of this document. You will note that there is some overlap between standards. This is intentional as these standards intertwine and heavily influence each other.

In each rubric you will find suggested artifacts that can be utilized as evidence of teaching effectiveness as well as an explanation and evaluation of each standard and category. Again, we encourage you to use this as a starting point for your departmental conversation of how to evaluate teaching effectiveness. If you have questions or would like feedback, please contact Micah Logan.

Standard 1: Student Learning Outcomes (SLOs) As an instructor, this is the area in which you will show evidence of student learning through data driven results, examples of assessment and student work, and collaboration with colleagues to show consistency in achievement. This standard also helps you to show your focus on student learning and achievement versus simple provision of instruction.

Possible artifacts/evidence	Category	Distinguished	Skilled	Baseline	Unsatisfactory
Syllabus Samples of student work Course assignments SLO table/chart Student feedback Teaching observation data SITE Questions #4, 5, 6 & 8	1.1. SLOs guide course design process	SLOs are well-developed and guide the course design process in all courses.	SLOs are present for all courses and guide the course design process.	SLOs are present but are not specific or measurable.	Provides no SLOs for their courses.
	1.2. Alignment of assessments	Assessments clearly align with SLOs.	Most assessments align with SLOs.	Assessments are minimally or not aligned to the SLOs.	Shows minimal to no assessment of student learning.
	1.3. Student achievement of SLOs	Ensures that students are achieving SLOs by reflecting on student work. Student work samples demonstrate substantial achievement of SLOs.	Monitors student achievement of SLOs. Student work samples demonstrate achievement of SLOs.	Student work samples present a tenuous link to SLOs.	Student work samples do not appropriately demonstrate student success OR student samples are absent.
	1.4. Relationship between instructional practices and SLOs	Provides a strong rationale/reflection linking the instructional practices with the SLOs.	Provides a rationale/reflection linking the instructional practices with the SLOs.	Rationale/reflection tenuously links instructional practices with the SLOs.	Does not provide a rationale or reflection linking the instructional practices with the SLOs.

Standard 2: Course Design & Planning for Instruction As an instructor, this is the standard in which you will demonstrate how you have conceptualized and operationalized your student learning outcomes (SLOs) including the design of assignments, learning activities and other assessments. This standard also helps you to exemplify the connection of your course to the overall program or major as well as the overall mission and strategic plan of the institution.

Possible artifacts/evidence	Category	Distinguished	Skilled	Baseline	Unsatisfactory
Course materials Student feedback Teaching philosophy statement Course proposals SITE Questions #2, 3, 4, & 7	2.1. Alignment of course activities.	Course activities are consistently aligned with SLOs and assessments; alignment is explicitly established and communicated.	Course activities are somewhat aligned with SLOs and assessments; alignment not explicitly established or communicated.	Course activities are not clearly aligned with course learning outcomes and assessments.	Without SLOs, alignment of activities cannot be determined.
	2.2. Course design and SLOs encourage discipline-specific ways of thinking	Course activities direct students to think about and use the subject like a practitioner, consistent with the students' background and level.	Some development of discipline-specific ways of thinking is evident, but it is not clear that this is successful or that it is consistent with the students' background or level.	Few course activities appear to support discipline-specific ways of thinking or this process is not demonstrated in a meaningful way.	Activities do not appear to help students develop discipline-specific ways of thinking.

Standard 3: Inclusivity & Universal Design As an instructor, this is the standard in which you will demonstrate how you have conceptualized and operationalized elements of inclusivity and accessibility into your course. Also, this standard helps you exemplify the connection of your course to the overall inclusivity goals of your program or major and the mission and strategic plan of the institution.

Possible artifacts/evidence	Category	Distinguished	Skilled	Baseline	Unsatisfactory
Course materials Course policies Student work with feedback Student feedback Teaching observation data Teaching philosophy statement SITE Questions #6 & 9	3.1. Learning activities	Learning activities are consistently authentic, engaging, varied, and appropriate for students.	Learning activities are engaging, varied, AND appropriate for students.	Learning activities are engaging, varied, OR appropriate for students.	Learning activities are not obviously engaging, varied, or appropriate for students.
	3.2. Student-centered approach in course materials	Course materials consistently communicate an inclusive, student-centered approach.	Course materials communicate an inclusive, student-centered approach OR consider situational factors.	Course materials imply some effort has been made to adopt an inclusive, student-centered approach with no evidence of consideration of situational factors.	Course materials do not communicate an inclusive or student-centered approach.
	3.3. Classroom climate	Teaching practices support a classroom climate which promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagement.	Teaching practices support a classroom climate which mostly promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagement.	Teaching practices support a classroom climate which somewhat promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagement.	Teaching practices do not support a classroom climate which promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagement.

Standard 4: Student Engagement & Learning Experiences As an instructor, this is an area where you will show evidence of student engagement through data driven results like evaluations and learning outcome achievement, examples of assessment and student work including collaborative work, examples of substantive feedback given to students, and teaching observations. This standard also helps show emphasis on learner-centered instruction rather than teacher-centered instruction.

Possible artifacts/evidence	Category	Distinguished	Skilled	Baseline	Unsatisfactory
Examples of learning activities Examples of instructor feedback Participation in teaching development initiatives Student feedback Teaching observation data Teaching philosophy statement SITE Question #5	4. 1 Student engagement during class	During the majority of class students are actively engaged with the course content, the instructor, and each other	During class, students are actively engaged with the course content, the instructor, and each other.	During class, students are only occasionally engaged actively with the course content, the instructor, and/or each other.	During class, students are not actively engaged with the course content and do not interact with each other.
	4.2. Learning activities	Learning activities are consistently authentic, engaging, varied, and appropriate for students.	Learning activities are engaging, varied, AND appropriate for students.	Learning activities are engaging, varied, OR appropriate for students.	Learning activities are not obviously engaging, varied, or appropriate for students.
	4.3. Student- centered approach in course materials	Course materials consistently communicate an inclusive, student-centered approach.	Course materials communicate an inclusive, student-centered approach OR consider situational factors.	Course materials imply some effort has been made to adopt an inclusive, student-centered approach with no evidence of consideration of situational factors.	Course materials do not communicate an inclusive or student-centered approach.
	4.4. Instructor behaviors	The instructor supports student learning by providing timely feedback, communicating effectively, and being trustworthy and appropriately available to students.	The instructor makes efforts to support student learning by providing timely feedback, communicating effectively, and being trustworthy and appropriately available to students; there is room for improvement.	The instructor minimally supports student learning by providing timely feedback, communicating effectively, or being trustworthy and available to students.	The instructor does not provide timely feedback, communicate effectively, engender trust, or make themselves available to students.

Standard 5: Reflective Practice & Evolution As instructors we will all face difficult courses or semesters, and it is crucial that we can provide evidence of our ability to take feedback from colleagues and students, explore new strategies, and focus on continuing to improve our work as conscientious and reflective instructors. This standard also helps show your focus on continuous improvement in serving the students of our institution.

Possible artifacts/evidence	Category	Distinguished	Skilled	Baseline	Unsatisfactory
Reflective teaching narrative Examples of student feedback and revised activities and assessments Participation in teaching development initiatives Teaching observation data Teaching philosophy statement SITE Questions #5, 6 & 8	5.1. Professional development	Engages frequently with professional development opportunities (e.g., three or more per year).	Engages occasionally with professional development opportunities (e.g., one or two per year).	Engages infrequently with professional development opportunities (e.g., once every other year).	Does not engage with professional development opportunities.
	5.2. Self- reflection	Demonstrates a high level of self-reflection around teaching broadly, objectively describing their strengths and weaknesses, consistent with evidence of teaching practices.	Demonstrates self-reflection around many aspects of teaching, objectively describing their strengths and weaknesses, consistent with evidence of teaching practices.	Demonstrates a limited amount of self-reflection around teaching, for example, by not identifying strengths and weaknesses or considering too narrow of a focus, or evidence is not sufficiently aligned with reflection.	Does not demonstrate self-reflection around teaching.
	5.3. Continuous improvement plan	Develops, implements, and updates continuous personal improvement plan related to teaching.	A continuous improvement plan relative to teaching is present, but there are gaps in its implementation or adaptation.	Some evidence of a continuous improvement plan is present, but it is not well developed, implemented, or updated.	No continuous improvement plan related to teaching.
	5.4. Incorporates feedback	Consistently implements changes to teaching *as a result of reflection* on multiple sources of feedback.	Consistently implements changes to teaching as a result of reflection on limited sources of feedback.	Occasionally makes changes to teaching or solicits feedback about teaching.	No evidence of how feedback is collected or incorporated in teaching
	5.5. Shares lessons learned about teaching with others	Demonstrates leadership as related to sharing lessons learned about teaching and/or learning.	Sustained engagement in sharing lessons learned about teaching and/or learning.	Participates in sharing lessons learned about teaching and/or learning.	Does not share lessons learned about teaching and/or learning.

Glossary of terms

Authentic Assessment – Authentic assessment goes beyond the simple memorization and regurgitation of facts. It is a way to evaluate how well students can apply their knowledge and skills in real-world contexts. As defined by the University of Illinois Chicago Center for the Advancement of Teaching Excellence, "Authentic assessments involve the application of knowledge and skills in real-world situations, scenarios, or problems. Authentic assessments create a student-centered learning experience by providing students opportunities to problem-solve, inquire, and create new knowledge and meaning."

Student-Centered – Student-centered or learner-centered learning is a form of pedagogy in which the focus is on what the student is doing rather than on what the teacher is doing. Students are actively engaged in the learning experience through methods such as active learning, problem-based learning, collaborative learning, student-led discussions, flipped classrooms, etc. For additional information, please visit NC State University's Learner-Centered Teaching or UCLA's High-Impact and Student-Centered Learning page.

Student Learning Outcomes (SLOs) – As defined on the WKU Assurance of Student Learning Outcomes page, SLOs are the specific skills and/or knowledge graduates of your program (majors and certificates) are expected to master. A well-developed student learning outcomes should:

- Demonstrate the following characteristics:
    - **C**lear, understandable language for a student at this course level
    - **A**ttainable
    - **L**earner focused (e.g., describe meaningful learning)
    - **M**easurable/observable
    - **S**pecific

    For more on the CALMS criteria, visit Writing High Quality Learning Outcomes from Boise State University.

- Address multiple levels and/or domains in Bloom's taxonomy

Reference

Simonson, S. R., Earl, B, & Frary, M. (2022). Establishing a framework for assessing teaching effectiveness. College Teaching, 70(2), 164-180. doi: 10.1080/87567555.2021.1909528