

Outstanding Teaching Assistant Award Rubric

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

TOTAL SCORE (MAX of 30)

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