## Outstanding Teaching Assistant Award Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marginal (1-4)</th>
<th>Substantial (5-7)</th>
<th>Outstanding/Exemplary (8-10)</th>
<th>SCORE</th>
</tr>
</thead>
</table>
| **Effectiveness & Innovation in Instruction** *(Considerations: Teaching Portfolio and Supervisor feedback)* | - 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. | - 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 | - 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** *(Considerations: Teaching Portfolio and Supervisor feedback)* | - 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 | - 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 | - 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** *(Considerations: Teaching Portfolio and Supervisor feedback)* | - 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 | - 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 | - 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)**