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| **SAMPLE 4 - Rubric that allows for note taking on three data sources with criteria same for all (see side of table)** | | | |
| **Elements** | **Summary of Reported Data** | **Notable Accomplishments/Contributions** | **Assessment\* (Points) with Rationale Unsatisfactory (1) Satisfactory (2) Good (3) Very Good (4) Outstanding (5)** |
| **Data from Student** |  |  |  |
| **Data from Peer** |  |  |  |
| **Data from Self** |  |  |  |
| **Other considerations (e.g., additional sources, courses taught, course enrollment, stage of faculty member's career, knowledge privy to the chair, etc) Note: Other considerations can be detailed in the space to the left with additional points added or subtracted from the overall total.** |  | |  |
|  |  | **Average** |  |

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| --- | --- | --- |
|  | **\*Explanation of scale** |  |
| Unsatisfactory (1) | Data/information is not collected or not reported |  |
| Satisfactory (2) | Faculty report evaluation activity(ies) but make little or no connection to teaching practice |  |
| Good (3) | Reported evaluation activity(ies) is accompanied by explanation of how the data/information was/will be used to modify an instructional practice, assignment, or learning environment. |  |
| Very Good (4) | Faculty clearly connect reported evaluation activity(ies) to teaching goals that are aligned with learning-centered, evidence-based, or inclusive teaching practice.  AND  Reported evaluation activity is accompanied by explanation of how the data/information was/will be used to modify an instructional practice, assignment, or learning environment. |  |
| Outstanding (5) | Faculty clearly connect reported evaluation activity(ies) to teaching goals that are explicitly aligned with learning-centered, evidence-based, or inclusive teaching practice.  AND Reported evaluation activity is accompanied by explanation of how the data/information was/will be used to modify an instructional practice, assignment, or learning environment. AND Evaluation activity(ies) and the manner in which data is used to inform practice are indicative of a comprehensive plan to explore targeted aspect(s) of a reflective teaching practice. |  |
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