

## Teaching Statement Extended Rubric

Indicators	(4) Exceptional or Clearly Addressed	(3) Adequate or Addressed Somewhat Clearly	(2) Fair or Addressed but Unclear	(1) Poor or Not Addressed	Row Score
<b>(A) Learning Goals</b>	Discusses motivation, academic relevance, and student growth	Discusses some of the following: motivation, academic relevance, and student growth	Discusses at least one of the following: motivation, academic relevance, and student growth	Poorly/not addressed	
Teaching motivation	Expresses motivation and passion about teaching	Expresses motivation and passion about teaching, although the aspects may be somewhat vague	Candidate's motivation and passion for teaching is vague	Poorly/not addressed	
Academic relevance	Connects teaching goals to students' learning in other disciplines	Explains teaching goals with some reference to other disciplines, although the connection may be somewhat vague	The connection of the teaching goals to other disciplines is weak	Poorly/not addressed	
Student growth	Addresses students' academic, personal, and professional growth in a balanced fashion	Addresses students' academic, personal, and professional growth, although the attention may be somewhat unbalanced	Addresses only one or two elements of the students' growth (academic, personal, or professional), largely ignoring other elements	Poorly/not addressed	
<b>(B) Teaching Methods</b>	Discusses student and teacher responsibilities and how they are reflected in teaching methods	Discusses student and teacher responsibilities but lacks connection to teaching methods	Vaguely discusses student and teacher responsibilities	Poorly/not addressed	
Specificity and variety	Describes specific learning activities (e.g. lectures, discussions, group work) that are used for different learning goals and environments	Describes specific learning activities (e.g. lectures, discussions, group work) that are used for similar learning goals and environments	Learning activities are described too broadly or generally	Poorly/not addressed	
Diversity and inclusion	Describes how learning activities may be connected to diverse student needs and expectations with specific examples	Describes how learning activities may be connected to diverse student needs and expectation, with general examples	Vaguely describes how learning activities may be connected to diverse student needs and expectations	Poorly/not addressed	
Scholarly teaching	Incorporates references to specific disciplinary and pedagogical resources (e.g.	Incorporates references to specific disciplinary and pedagogical resources, although	References to disciplinary and pedagogical resources are stated too broadly or generally	Poorly/not addressed	

	texts, research, people, experiences) to support learning activities	examples may be somewhat limited or general			
(C) Assessment of Teaching and Student Learning	Discusses assessments and their value for both improving teaching and student learning	Discusses assessments and their value for either improving teaching or student learning	Vaguely discusses assessments for either improving teaching or student learning	Poorly/not addressed	
Teaching development	Identifies a specific teaching aspect for development (e.g. incorporating technology, improving discussion leadership)	Identifies a teaching aspect for development, although the aspect may be stated somewhat vaguely or generally	Teaching aspect for development is stated too broadly or generally	Poorly/not addressed	
Specificity and variety of student learning assessment	Incorporates descriptions of specific assignments (e.g. tests, papers, etc.) that are used for different learning goals and environments	Incorporates multiple descriptions of assignments (e.g. tests, papers, etc.) that are used for similar learning goals and environments	Descriptions of assignment(s) are stated too broadly or generally	Poorly/not addressed	
Specificity of assessment of teaching	Incorporates specific teaching evaluation data from multiple sources: student, peer, and/or supervisor comments, and/or student ratings	Incorporates teaching evaluation data from one or two sources: student, peer, or supervisor comments, or student ratings, although not necessarily with great detail	Descriptions of teaching evaluation data are stated too broadly or generally	Poorly/not addressed	