

# 2020-2021 Alumni Teaching Award Rubric

## 2020-2021 Alumni Teaching Award Rubric for the Virginia Tech Academy of Teaching Excellence

Discuss/evaluate dossiers according to four teaching excellence focus areas (left column). Detailed descriptions of each of the four focus areas are shown in the gray boxes in Italics that span the middle columns.					
Teaching excellence focus areas	Pertinent sections of the dossier	Excellent Evidence – 3	Very Good Evidence – 2	Good Evidence – 1	No Evidence – 0
Evidence of effective student learning	<ul style="list-style-type: none"> <li>Contributions and achievements</li> <li>Nomination letter</li> <li>Teaching statement</li> <li>SPOT/SPOI scores</li> <li>Letters of recommendation</li> <li>Additional documentation</li> <li>Appendix</li> </ul>	<i>Dossier includes compelling evidence that students are learning effectively as a direct result of the pedagogies employed by the candidate. Evidence of learning can include: 1) SPOT/SPOI scores that exceed departmental averages, 2) exemplary student and faculty comments that directly relate candidate's pedagogy to extraordinary student products such as student publications, design projects, and/or other products above and beyond the course or program, 3) letters of recommendation that demonstrate learning in the candidate's class, lab, or other venue with significant professional success, 4) any other lines of evidence that document student learning outcomes.</i>			
		Dossier includes many lines of independent evidence that students are learning effectively as a direct result of the pedagogies employed by the candidate.	Dossier includes several lines of independent evidence that students are learning effectively as a direct result of the pedagogies employed by the candidate.	Dossier includes a few lines of independent evidence that students are learning effectively as a direct result of the pedagogies employed by the candidate.	No evidence
Evidence of exemplary course/curriculum design	<ul style="list-style-type: none"> <li>Contributions and achievements</li> <li>Nomination letter</li> <li>Teaching statement</li> <li>Letters of recommendation</li> <li>Additional documentation</li> </ul>	<i>Dossier presents clear evidence of exemplary course and/or curriculum design incorporating pedagogical practices that manifest the candidate's beliefs about learning. This evidence may include: 1) descriptions of course design project/s that successfully support a learning-centered classroom, workshop, or laboratory environment, 2) descriptions of curriculum design project/s that focus on student learning over multiple courses, 3) active participation in curriculum committees at the departmental, college, or university level.</i>			
		Dossier presents clear evidence that the candidate has actively and successfully contributed to several course/curriculum design projects or at several levels of course/curriculum design.	Dossier presents clear evidence that the candidate has actively and successfully contributed to at least two course/curriculum design projects or in at least two levels of course/curriculum design.	Dossier presents clear evidence that the candidate has actively and successfully contributed to at least one course/curriculum design project or in at least one level of course/curriculum design.	No evidence
Evidence of professional development and impact across the University	<ul style="list-style-type: none"> <li>Contributions and achievements</li> <li>Nomination letter</li> <li>Teaching statement</li> <li>Letters of recommendation</li> <li>Additional documentation</li> </ul>	<i>Dossier includes examples of professional development, service, and/or campus/community outreach documented over time. Evidence of professional development can include: 1) advising and mentoring (undergraduate and graduate), 2) service on departmental, collegiate, or university level teaching and learning committees, 3) attendance at several CETL, PDN, or other professional development opportunities (beyond what is required for computer receipt), 4) presentation of workshops on pedagogy, assessment, or some other facet of teaching and learning to other faculty at VT.</i>			
		Dossier includes many examples of professional development, service, and/or campus/community outreach documented over time.	Dossier includes several examples of professional development, service, and/or campus/community outreach documented over time.	Dossier includes a few examples of professional development, service, and/or campus/ community outreach documented over time.	No evidence
Evidence of broader teaching impact beyond Virginia Tech	<ul style="list-style-type: none"> <li>Contributions and achievements</li> <li>Nomination letter</li> <li>Additional documentation</li> </ul>	<i>Dossier includes examples documentating that the candidate has shared his/her pedagogical innovations, course/curriculum design, and success publicly beyond the VT campus. Evidence of this can include: 1) the publication of articles or abstracts or the distribution of white papers, 2) presenting at (or attending) education-related regional or national conferences, 3) presenting at (or attending) education-related regional or national workshops and seminars, or 4) any other activity that demonstrates that the candidate is actively sharing his/her teaching and learning accomplishments broadly and repeatedly beyond the VT campus. The candidate may also have received sponsored support to conduct research on learning, although obtaining outside funding is not an essential criterion of "mastery."</i>			
		Dossier includes many examples documentating that the candidate has shared his/her pedagogical innovations and success publicly beyond the VT campus.	Dossier includes several examples documentating that the candidate has shared his/her pedagogical innovations and success publicly beyond the VT campus.	Dossier includes a few examples documentating that the candidate has shared his/her pedagogical innovation and success publicly beyond the VT campus.	No evidence