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| APPLICANT:   |
| TOTAL SCORE: |
| REVIEWER:    |
| DATE:        |

**RUBRIC for the Outstanding Teaching Award.**

| Criteria   | Outstanding<br>8-10  | More than Expected<br>5- 7  | Expected<br>1-4  | Total score | Comments |
|--|--|---|--|-------------|----------|
| <b>Category 1:<br/>Teaching<br/>Philosophy</b><br><br>Total divided by 3 | Explicitly mentioning the relation with QU mission. Very well stated with clear explanations and references to the academic Program mission and to one's real life teaching            | Related to QU mission. Very well stated with clear explanations   | Related to QU mission  |             |          |
|  | Indicates continuous improvement, innovation in teaching, and shows 3 types of evidence of reasoned reflection and depth about teaching  | Indicates continuous improvement and innovation in classroom activities with 2 types of evidence of implementation  | Indicates the latest trends in teaching and learning with 1 type of evidence of implementation   |             |          |
|  | Includes more than 3 of the instructor's own ideas and beliefs about teaching and learning (i.e. teaching strategies, assessment, classroom climate, relationship with students, etc.) | Includes 3 of the instructor's own ideas and beliefs about teaching and learning. (i.e. teaching strategies, assessment, classroom climate, relationship with students, etc.) | Includes 2 of the instructor's own ideas and beliefs about teaching and learning (i.e. teaching strategies, assessment, classroom climate, relationship with students, etc.) |             |          |
| <b>Category 1</b>  |  |   | <b>TOTAL SCORE</b>   |             |          |

| Criteria  | Outstanding<br>8-10  | More than Expected<br>5- 7   | Expected<br>1-4   | Total score | Comments |
|---|--|--|---|-------------|----------|
| <b>Category 2:<br/>Course syllabus and analysis</b><br><br>Total divided by 2 | Connect syllabi to teaching philosophy and learning outcomes covering <b>more than 3</b> components of course syllabi (description, content, strategies, assessment tools and policies, activities, etc.)  | Connect syllabi to teaching philosophy and learning outcomes covering <b>3</b> components of course syllabi (description, content, strategies, assessment tools and policies, activities, etc.)  | Connect syllabi to teaching philosophy and learning outcomes covering <b>2</b> components of course syllabi (description, content, strategies, assessment tools and policies, activities etc.).           |             |          |
|   | More than 3 activities with evidence are linked to the Learning outcomes and reflect college level competencies (knowledge, skills, disposition, critical thinking, ethics, research communication, etc. ) | 3 activities with evidence are linked to the Learning outcomes and reflect college level competencies (knowledge, skills, disposition, critical thinking, ethics, research communication, etc. ) | One or two activities with evidence are linked to the Learning outcomes and reflect college level competencies (knowledge, skills, disposition, critical thinking, ethics, research communication, etc. ) |             |          |
| <b>Category 2 / TOTAL SCORE</b>   |  |  |   |             |          |

| Criteria   | Outstanding<br>8-10  | More than Expected<br>5-7   | Expected<br>1-4  | Total score | Comments |
|--|--|---|--|-------------|----------|
| <b>Category 3:<br/>Teaching,<br/>Creativity,<br/>and<br/>Effectiveness</b><br><br>Total divided by 3 | Creatively adapting research on teaching and learning with at least one evidence indicating the impact on the achievement of the course outcomes                                 | Adapting research to support the teaching and learning process  | Showing a linkage between teaching and research  |             |          |
|  | Use of various creative active learning strategies (i.e. interactive lectures, guided discovery approach, case studies, field study, other) with more than 3 supporting evidence | Use of some creative active learning strategies (i.e. interactive lectures guided discovery approach, case studies, field study, other) with at least 2 supporting evidence | Use of active learning strategies (i.e. interactive lectures guided discovery approach, case studies, field study, other) with one supporting evidence |             |          |
|  | Integrates creative technology in teaching (i.e. developed an e-learning environment , use of BB9, Blended e-learning, other) to facilitate student learning                     | Integrates advanced technology teaching (i.e. developed an e-learning environment , use of BB9, Blended e-learning, other) to facilitate student learning                   | Integrates technology in teaching (i.e. use of BB9, other) to facilitate student learning  |             |          |
| <b>Category 3 / TOTAL SCORE</b>  |  |   |  |             |          |

| Criteria  | Outstanding<br>8-10  | More than Expected<br>5- 7   | Expected<br>1-4  | Total score | Comments |
|---|--|--|--|-------------|----------|
| <b>Category 4:<br/>Assessment</b><br><br>Total divided by 4 | Providing at least 3 evidence of assessment showing student learning and meeting course learning outcomes                  | Provide at least 2 evidence of assessment showing student learning and meeting course learning outcome | Provide an evidence of assessment showing student learning and meeting course learning outcome |             |          |
|   | Use of innovative assessment methods (diagnostic, formative and summative assessment clearly related to learning outcomes) | Use a variety of assessment methods (formative and summative assessment related to learning outcomes)  | Use of basic assessment methods (summative assessment related to learning outcomes)            |             |          |
|   | Clear and significant presentation of assessment results and analysis  | Satisfactory presentation of assessment results and analysis   | Limited presentation of assessment results and analysis  |             |          |
|   | Design valid rubrics specially aligned to the course learning outcomes   | Customize ready-made rubrics to be aligned to the course learning outcomes                             | Use ready-made rubrics with citation   |             |          |
| <b>Category 4 / TOTAL SCORE</b>                             |  |  |  |             |          |

| Criteria   | Outstanding<br>8-10   | More than Expected<br>5- 7   | Expected<br>1-4  | Total<br>score | Comments |
|--|---|--|--|----------------|----------|
| <b>Category 5:<br/>Reflection<br/>paper<br/>and<br/>On-going<br/>Development</b><br><br>Total divided by 6 | <b>Reflection:</b><br>Evaluate one's own work referring to the course objectives and learning outcomes based on more than 2 evidence of achievement and what needs improvement in the teaching and learning process | <b>Reflection:</b><br>Evaluate one's own work referring to the course objectives and learning outcomes and based on 2 evidence of achievement. | <b>Reflection:</b><br>Evaluate one's own work referring to the course objectives and learning outcomes and based on 1 evidence of achievement. |                |          |
|  | Linking the reflection to the teaching philosophy and methods implemented   | Linking the reflection to the teaching philosophy  | Linking the reflection to <b>some</b> aspects of the teaching philosophy   |                |          |
|  | Developed a well-articulated action plan that shows clear steps for improving students' learning  | Developed an action plan for students' learning improvement to reach necessary level   | State ideas on how he/she could improve students' learning   |                |          |
|  | <b>On-going development</b><br>Reflects on improvement in teaching through professional development activities and indicating future development needs making use of QU different resources                         | <b>On-going development:</b><br>Reflects on improvement in teaching through professional development activities                                | <b>On-going development:</b><br>Points out to professional development activities attended   |                |          |

| Criteria                        | Outstanding<br>8-10   | More than Expected<br>5- 7  | Expected<br>1-4  | Total<br>score | Comments |
|---------------------------------|---|---|--|----------------|----------|
|                                 | Embedding the idea of a Learning Community inside the college, at the university level and beyond                                 | Embedding the idea of a Learning Community inside the college (i.e. collegial environment for sharing and learning) | Shows interest in the idea of a Learning Community inside the department (i.e. collegial environment for sharing and learning) |                |          |
|                                 | Shows positive attitude for peer- observation and dissemination of examples of best-practices in the college and university level | Shows positive attitude for peer- observation and dissemination of examples of best-practices in the college        | Shows positive attitude for peer-observation   |                |          |
| <b>Category 5 / TOTAL SCORE</b> |   |   |  |                |          |

| Criteria   | Outstanding<br>8-10  | More than Expected<br>5- 7  | Expected<br>1-4   | Total<br>score | Comments |
|--|--|---|---|----------------|----------|
| <b>Category 6:<br/>Organization<br/>of portfolio</b><br><br>Total divided by 2 | Detailed table of content with page reference/ navigation map  | Clear table of content with page reference  | Succinct table of content with page reference   |                |          |
|  | Writing is clear , concise, thoughts are clearly expressed in a logical and coherent way, and contains no error in typing nor grammatical errors | Writing is clear showing logical sequence of ideas, and contains almost no error in typing nor grammatical errors | Writing is mostly clear and somehow showing a logical sequence of ideas, containing almost no error in typing |                |          |
| <b>Category 6 / TOTAL SCORE</b>  |  |   |   |                |          |