Teaching Portfolio Evaluation Rubric

Portfolio: _____   **Evaluator Name:** _____

TCP seminar instructional materials can be reviewed [here](#) (review not required). For each item, mark the description that BEST describes the portfolio:

	Major Deficits	Minor Deficits	No Deficits
Portfolio Homepage, Bio, & CV (professional bio, career goals, how teaching will be incorporated into career, & impact of TCP)	Does not include required items or is not specific to teaching. May focus more on future career goals (written as if applying for a position) rather than the teaching program. Bio and/or CV not updated or complete. Image(s) are unprofessional.	Summarizes teaching experiences and provides some information of how teaching would be incorporated in future positions. Provides some information regarding growth in teaching in relation to teaching stretch goal.	Summarizes teaching experiences. Elaborates on growth in specific aspects of teaching and progress toward teaching stretch goal regardless of career focus. Bio & CV reflect professionalism. Includes appropriate professional picture.
Teaching Goals (Stretch goal & SMART goals; includes strengths & weaknesses related to goals, what evidence will demonstrate progress toward goals)	Goals do not challenge growth in teaching are not specific to teaching, are meaningful, or do not include assessment of strengths/weaknesses, evidence to demonstrate progress, etc.	Goals reflect consideration of individual's strengths and weaknesses and desire to improve teaching abilities. Includes career-focused teaching stretch goal and appropriate SMART goals to facilitate progress toward stretch goal.	Goals are measurable, well thought out, and reflect careful consideration of career plan, teaching experiences, and abilities. Goals suggest desire to engage in meaningful teaching development.
Teaching Philosophy (values & beliefs about teaching & learning; how beliefs are put into practice; may include info about how beliefs were influenced by others)	Philosophy does not reflect personal attributes or experiences. Appears too vague/general.	Provides a reflective statement of beliefs about teaching/learning and teaching practices. Describes relevant contributory experiences and/or qualities he/she is aspiring to gain.	Creates a personal, unique "picture" of teaching indicative of deep self-reflection.
Teaching Experiences Required: 6 activities with different content; at least 1 activity tailored to: a) individual learner (n=1-2) b) small group (n=3-19) c) large group (n≥20)	Did not meet teaching activity requirements or provides incomplete or inadequate description of experiences, what went well, and what should be improved.	Completed required experiences. Provided adequate description of each experience and some discussion of what went well or needed improvement.	Completed numerous or wide variety of teaching experiences. Provided thoughtful discussion of each activity's success and how to improve. Clearly indicated how most activities related to teaching stretch goal.
Teaching Materials (teaching and/or learner assessment materials developed by participant)	Did not include or develop teaching materials; materials lack meaningful content, organization, or professional appearance; or included materials that were not original.	Most materials have similar format (ppt slides, etc.), but appear to have quality content, good organization, and professional appearance.	Provides a variety of material types. All are well-organized and professional in appearance. Used materials or technology in creative or innovative way.
Evaluations of Teaching Activities Required: at least 1 eval from each: a) Mentor/preceptor/director b) Learner/student c) Peer (another TCP participant)	Omitted required evaluations; required evaluations were not appropriately identified; did not compile summary tables of multiple evaluations; or lacked explanation of scale or format (ex: 1=strongly disagree)	Included required evaluations, but did not seek evaluations specific to teaching goals. Included examples such as CE or recitation evaluations which were routinely provided.	Included evaluations for most/all teaching experiences. Evaluation tools often included items specific to teaching goals, strengths/weaknesses, and/or teaching activity.
Teaching Observations (2 required; at least one completed before 12/31)	Provides only cursory teaching evaluation. Does not critically evaluate by providing both positive and negative comments.	Provides a fairly detailed evaluation but appears reluctant to provide negative comments or suggestions to improve.	Provides detailed, specific comments relating to both strengths and weaknesses. Thoroughly evaluates all aspects of teaching, including audience engagement, active learning strategies, etc.
Selective Experiences (3 required – describe experience & what was learned; include artifacts if available))	Did not complete 3 unique selective experiences or did not include required portfolio artifacts.	Completed required experiences but shared little insight of what was learned or how it will be used. Artifacts were incomplete or appeared rushed.	Completed more experiences than required; submitted the highest quality artifacts (online modules, etc); thoughtfully discussed how experiences related to stretch goal.

	Major Deficits	Minor Deficits	No Deficits
Reflections: Teaching Evaluation Themes (positive & negative themes from evaluations; plans to change based on evals)	Did not meaningfully reflect on positive and negative themes received from teaching evaluations; or did not meaningfully discuss how teaching will change in response to evaluations.	Provided some information indicating reflection on teaching evaluations received. Provided summary of positive and negative themes. Provided general plan for how teaching will change in response to evaluations.	Evidence of deep reflection on teaching activities and evaluations received. Provided insight on positive and negative themes. Provides thoughtful, detailed plan for how teaching will change in response.
Reflections: Progress Toward Teaching Stretch Goal	Does not reflect on how experiences have or have not helped to make progress toward the stretch goal.	Provides minimal reflection in midpoint and final self-reflections about progress toward teaching stretch goal.	Discusses how teaching experiences have affected progress toward goal. Identifies most beneficial experiences and/or additional SMART goals that are needed to help advance toward stretch goal.
Reflections: Ability to Assess Learning and Provide Feedback	Did not discuss both assessment and feedback or did so in a general manner. Teaching evaluations may indicate that meaningful feedback was not regularly provided.	Summarized assessment and feedback methods in some but not all teaching settings. May have provided more in-depth reflection on either assessment or feedback, but not both.	Provided in-depth reflection on both assessment and feedback abilities. Discusses a variety of teaching settings, including how abilities could be improved. Provides specific examples and how abilities evolved during the year's experiences.
Overall Reflective Abilities (midpoint & final reflections)	Does not appear to have spent sufficient time in self-reflection. No in-depth description of personal strengths/weaknesses, challenges faced.	Provided evidence of general self-reflection through a discussion of activities encountered and lessons learned.	Candid, in-depth discussion of strengths, weaknesses, concerns, and challenges. Reflection on experiences resulted in behavior change or plan for change.
Content & Organization	Contents not grouped in logical manner or difficult to find required materials. Irrelevant materials included.	Content is logical and easy to navigate. Required materials included, but some irrelevant materials also included.	Logical content, easy to navigate. All required materials (but no irrelevant materials) included.
Professional Approach & Appearance	Multiple grammatical/spelling errors or overall appearance does not reflect professional document (handwritten documents, distracting design, etc). Portfolio would not be well-received if submitted by a candidate for faculty position.	Few (if any) grammatical/spelling errors. Appearance is professional. Portfolio provides some useful information regarding teaching experiences to prospective employer.	No grammatical/spelling errors. Professional-appearing document includes a wealth of valuable information regarding teaching experiences, abilities, philosophies, and future plans. Effective addition to a faculty candidate's application materials.
Utilization of Teaching Mentor (FEEDBACK FROM ASSIGNED TEACHING MENTOR)	Did not participate in required mentor meetings, did not meet program or mentor's deadlines, did not contribute to meaningful discussion, or did not accept advice or feedback appropriately.		Participated in required mentor meetings. Met program and mentor's deadlines. Prepared to discuss abilities/goals/plans during meetings.

Overall portfolio evaluation:

____ Surpasses minimum standard

____ Meets minimum standard

____ Does not meet minimum standard

Should this portfolio be used as an example for future participants?

____ Yes

Comments: (please use this space rather than in the rubric boxes above):