Outstanding Graduate Student Teaching Award

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| **Element** | **Outstanding 3** | **Good 2** | **Average 1** | **Insufficient 0** | **Score** |
| **Written Statement of Philosophy of Teaching** | Philosophy of teaching statement provides a detailed description of the candidate’s teaching philosophy, professional  history, summary of current and future goals for teaching, and a rationale for how teaching efforts contribute to excellence in teaching. | Philosophy of teaching statement provides a brief description of the candidate’s teaching philosophy, professional history, summary of current and future goals for teaching, and rationale for how teaching efforts contribute to excellence in  teaching. | Written statement of philosophy of teaching is generic in nature with few details provided for each of the sections. | No evidence provided. |  |
| **Letter of Recommendation** | Letter strongly supports the candidate's  nomination and highlights impact of teaching on student outcomes and the on field of education | Letter indicates strong  support for the candidate’s nomination and highlights impact on either student outcomes *or* on the  field of education | Letter indicates some support for the candidate’s nomination; neither impact on student outcomes nor on the field of education is not provided. | No evidence provided. |  |
| **Student Evaluations- One page summary** | Candidate receives average PICES scores of 4.0 and higher from students on previous year course evaluations. Candidate provides anonymous written student statements indicating  their perception of the | Candidate receives average PICES scores of 3.5 and higher from students on previous year course evaluations.  Candidate provides | Candidate receives average PICES scores of 3.0 and higher from students on previous year course evaluations | No evidence provided |  |

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|  | outstanding nature of the candidate's teaching. | anonymous written student statements indicating their perception of the satisfactory nature of the candidate's  teaching. |  |  |  |
| **Vita – Teaching publications and activities highlighted** | Teaching activities are highlighted in the candidate's vita. Activities illustrate a cohesive demonstration of scholarship in teaching with several related publications, presentations, grants, and other activities highlighted. Candidate is clearly engaged in numerous "teaching-  related” activities. | Teaching activities are highlighted in the candidate's vita. Candidate vita indicates an emerging development of activities related to the scholarship of teaching with some publications, presentations and other activities  represented. | Teaching activities are highlighted in the candidate's vita. | No evidence provided. |  |
| **Reflective Practices** | Candidate demonstrates continual desire to improve instruction and other  teaching practices. Evidence is provided for how student feedback is used for improving practices.  The candidate also demonstrates how  he/she uses own professional reflection to improve  professional practices. | Candidate demonstrates desire to improve instruction  and other teaching practices. Evidence is provided for how student feedback is used for improving practices | Candidate provides some reflection on how he/she uses self-discovery for  self-improvement of professional practices. | No evidence provided. |  |
| **Total Score** | | | | |  |