Outstanding Graduate Student Teaching Award

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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, professionalhistory, 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 inteaching. | 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'snomination and highlights impact of teaching on student outcomes and the on field of education | Letter indicates strongsupport for the candidate’s nomination and highlights impact on either student outcomes *or* on thefield 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 indicatingtheir 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 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | outstanding nature of the candidate's teaching. | anonymous written student statements indicating their perception of the satisfactory nature of the candidate'steaching. |  |  |  |
| **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 activitiesrepresented. | Teaching activities are highlighted in the candidate's vita. | No evidence provided. |  |
| **Reflective Practices** | Candidate demonstrates continual desire to improve instruction and otherteaching practices. Evidence is provided for how student feedback is used for improving practices.The candidate also demonstrates howhe/she uses own professional reflection to improveprofessional practices. | Candidate demonstrates desire to improve instructionand 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 forself-improvement of professional practices. | No evidence provided. |  |
| **Total Score** |  |