**Rubric for Assessing a Teaching Dossier**

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| CRITERIA | STRENGTHS | AREAS TO STRENGTHEN |
| Teaching Philosophy Statement   * Clearly states core beliefs about teaching and learning * Core beliefs are grounded in personal experience * Core beliefs are grounded in the scholarship of teaching and learning, where appropriate * Briefly illustrates beliefs with examples of strategies and approaches – either demonstrated or planned * Provides examples of strategies used to evaluate own effectiveness – either demonstrated or planned * Demonstrates a commitment to continuous learning and growth – summarizes future goals |  |  |
| Quality and Alignment of Evidence   * Evidence of teaching strategies and approaches is from multiple perspectives (self, students, peers) * Sources of evidence are appropriate to the context of person’s roles, responsibilities and experiences (including both formative and summative feedback where appropriate) * Evidence is meaningfully chosen and illustrates/directly connects to the beliefs described in the philosophy statement * Evidence is introduced with a clear rationale for its inclusion as well as description of its context |  |  |
| Critical Reflection   * Thoughtfully integrated throughout the dossier * Clearly addresses how evidence of teaching and learning reflects stated beliefs and has implications for future goals and learning * If appropriate, reflects on how teaching practice has evolved over time based on experiences and feedback |  |  |
| Personal Expression and Context   * Author’s voice is clear and authentic * Narrative summaries are provided to give context to teaching experiences and evidence chosen * Quality of writing and expression enhances reader’s overall impressions of the dossier |  |  |
| Design and Organization   * Professionally presented in a way that is appropriate for audience and purpose * Logical and consistent structure, including a table of contents * Presented as a clear, succinct, integrated document |  |  |