

UNIVERSITY GRADUATE CERTIFICATION IN COLLEGE TEACHING: MENTORED TEACHING RUBRIC						
	<i>Teaching and learning goal</i>	<i>Teaching question</i>	<i>Classroom practice</i>	<i>Assessment technique</i>	<i>Summary</i>	<i>Conclusion</i>
<i>Comprehensive</i>	<p>1. The goal clearly articulates the skill, behavior, knowledge, or assumptions to be tested or challenged.</p> <p>2. The goal is related to the specific course, and it is clear why the goal matters for course content, classroom environment, course objectives.</p> <p>2. The goal is related to the teaching question.</p>	<p>1. Question frames a testable hypothesis and targets a specific teaching and learning challenge in a course that can be measured.</p> <p>2. Question is based on observations in the classroom and/or previous experience in the course that reveals student misconceptions, a specific teaching and learning challenge, or a barrier to student persistence and success.</p>	<p>1. The assignment or activity is clearly described, and it is directly related to the teaching question.</p> <p>2. The plan for carrying out the assignment or activity (when, how, by whom, length of time, relation to rest of course) is clearly explained.</p> <p>3. The connection between this assignment and the objectives of the course is explained.</p>	<p>1. The instrument used to collect data is clearly described.</p> <p>2. The type of data collected is appropriate and effectively addresses the teaching question.</p>	<p>The summary clearly presents the results of the data collection and relates them back to the teaching question.</p>	<p>1. The conclusion clearly states what the investigator has learned based on the specific results.</p> <p>2. The conclusion presents the limitations of the project, and what would be done differently next time.</p> <p>3. The conclusion connects the results to future classroom practice.</p>
<i>Developing</i>	<p>1. The goal only broadly describes the skill, behavior, knowledge, or assumptions to be tested or challenged, or the statement of the goal involves multiple goals.</p> <p>2. The goal is not clearly relevant to the specific course, and it isn't apparent why it matters for course content, classroom environment, course objectives.</p>	<p>1. Question does not clearly frame a testable hypothesis within the frame of the course, but does begin to address the teaching and learning challenge.</p> <p>2. Question is not grounded in observation or previous experience. Requires some refocus, perhaps some narrowing.</p>	<p>1. The assignment or activity is too general, and its relationship to the teaching question is unclear.</p> <p>2. The plan for carrying out the assignment or activity (when, how, by whom, length of time, relation to rest of course) has not been worked out fully.</p> <p>3. The connection between this assignment and the overall course is unclear.</p>	<p>1. The instrument used will not provide sufficient data for assessment.</p> <p>2. The type of data collected does not effectively address the teaching question.</p>	<p>The summary only broadly describes the data collected and/or does not show how they relate to the teaching question.</p>	<p>1. The conclusion clearly states general lesson learned, but does not relate them to the specific results.</p> <p>2. The conclusion does not present the limitations of the project, and/or does not articulate what would be done differently next time.</p> <p>3. The conclusion does not show the effect the project will have in future classroom practice.</p>
<i>Cursory/ Unacceptable</i>	<p>The goal is inadequate. It is too vague, ambiguous, broad, or unfocused. There is no connection made to a specific course.</p>	<p>Question is unanswerable, too broad, cannot be used to frame a testable hypothesis, or cannot be investigated in a meaningful way.</p>	<p>The practice is not defined. There is no plan for administering the activity or assignment. No attempt is made to relate the practice to the teaching question.</p>	<p>1. There is no instrument to assessments.</p> <p>2. Proposed assessments do not address teaching question.</p>	<p>The summary does not synthesize the data. It is unconnected to the teaching question.</p>	<p>The conclusion merely restates the summary. It does not provide reflection on the project or on classroom practice.</p>