**Michael V. Drake Institute for Teaching and Learning**

Teaching Endorsement Application Evaluation Rubric

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|  | **Critically reflective practitioner** | **Introspective/aware practitioner** | **Non‐reflective/ novice practitioner** |
| **Q1. Please describe 2 or 3 highlights of the endorsement programming. These might include new information or research encountered, a different teaching method or practice presented, themes across activities, or networking/peer-to-peer opportunities. (Response should be between 300 and 500 words.)** | | | |
| **Description:** | * Provides clear, concise details * Examples are meaningful and have depth | * Provides few details; description is superficial or vague * Examples are implied or of limited significance | * Provides no details * Examples are of little significance or not addressed at all |
| **Makes connections:** | * Clearly connects concepts learned to past experiences and future goals * Clearly connects engagement to the development of expertise | * Begins to connect concepts learned to past experiences, and/or future goals * Implies connections between the engagement and the development of expertise | * Fails to connect concepts learned to past experiences or future goals * Does not connect the engagement to the development of expertise |
| **Q2. As a result of completing this endorsement, what changes, refinements, or adjustments to current teaching practices will you make in the short- and long-term. (Response should be between 300 and 500 words.)** | | | |
| **Analysis:** | * Clearly articulates value of participation and provides a thorough consideration of areas for potential change * Provides a thoughtful examination of learned concepts and potential impact on future work | * Articulates value of participation * Begins to examine concepts learned and consider potential application/impact on future work | * Provides no real analysis of the experience, its value or future application |

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| **Critical exploration:** | * Includes a detailed analysis and self-critique of beliefs, biases, or emotions elicited throughout the engagement. * Describes potential consequences of actions taken as a result of the engagement * Views potential changes from multiple perspectives * Identifies a breakthrough or confirmation of perception, attitude, or insight as a result of the engagement | * Includes a superficial exploration of values, beliefs, biases, or emotions elicited by this engagement * Briefly considers potential consequences of actions taken as a result of this engagement * Identifies little to no evidence of a breakthrough or confirmation of perception, attitude, or insight as a result of the engagement | * Provides a description of the engagement with little or no self-analysis * Does not consider values, beliefs, biases, or emotions elicited by the engagement * Does not recognize potential consequences of actions taken as a result of the engagement * Does not provide evidence of a breakthrough or confirmation of perception, attitude, or insight resulting from the engagement |
| **Q3. What are your next steps for professional learning on this or a new topic, and/or how do you intend to disseminate or share your experience with peers through publishing, presenting, or mentoring? (Response should be between 300 and 500 words.)** | | | |
| **Self‐directed** | * Clearly identifies potential areas for change, ideas for additional development or plans to share information * Provides a clearly articulated action plan for next steps including potential challenges and how they might be addressed | * Vaguely identifies potential areas for change, ideas for additional development or plans to share information * Provides little or no action plan for next steps or challenges that might be encountered in implementing them | * Does not identify next steps |