

Rubrics for Statements of Teaching Philosophy

Topic	Excellent	Average	Weak
Goals for Student Learning	Goals are articulated and specific and related to discipline. While they are concrete and specific they do not aim at completeness.	Goals are too broad and without clear connection to the major products of the discipline	Goals are missing or so vague as to be applicable to all disciplines at all levels
How I achieve goals/strategies	Includes both description of strategies and is connected to a rationale, possibly with reference to facilitation of student learning	Description of strategies is 'free floating' and does not align with teaching goals, or the connection between them is unclear or unstated. Or description of strategies is too general and lacks reference either to stated disciplinary goals or to any specific goal	Description of teaching methods missing or incoherent
Learning environment/student reception	Ideal classroom environment that is conducive to learning for all is explicitly described and tied to rationale.	Some mention is made of classroom environment without reference to learners or learning	No mention is made regarding the challenge of including all learners or of student learning at all
Influence of discipline on teaching/learning	Teaching goals and methods are discussed within a disciplinary framework making explicit reference to skills and or knowledge within it.	Disciplinary reference is vague or incomplete in terms of describing teaching goals and methods	Little or no reference to a disciplinary framework is made so that the reader is left uninformed as to the disciplinary affiliation of the writer
Balance between philosophy and enactment	Claims made by the writer are made with reference to a general disciplinary framework combined with concrete examples from the experience of the writer	The balance between general claims about educational goals and strategies is off.	A piece is missing. Either the writer describes his aims and methods only in a general way without exemplification, or descriptions of teaching experiences are not explained within a larger educational framework
Rhetorical coherence of the essay	The 'story' or 'argument' initiated in the opening paragraph continues to inform the succeeding paragraphs conceptually. The author develops a vocabulary that allows the reader to follow the conceptual transitions from topic to topic, paragraph to paragraph	Each paragraph provides new relevant information, but its connection to the topic and language used in the earlier portion of the essay is unclear	Incoherent series of remarks that seems unrelated to one another.