Excellence in Graduate Student Teaching

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| Criteria | 0 | 1 | 2 | 3 |
| **Evidence of dedication to instruction through experimentation and successful implementation of innovative techniques (include reflection; attempting strategies that are supported by research in teaching and learning)** | Does not have or mention specific and concrete evidence of experimentation and implementation of innovative teaching techniques in their course. | Has 1 specific and concrete evidence of experimentation and implementation of 1 innovative teaching technique in their course. | Has 2 specific and concrete evidence of experimentation and implementation of 1 innovative teaching technique in their course. | Has 3+ specific and concrete evidence of experimentation and implementation of 1 innovative teaching technique in their course. |
| **Extent to which the educator engages in teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help student meet learning outcomes.** | Doesn't mention or provide specific or concrete examples of engaging in teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes. | Provides one specific or concrete example of engagement in teaching practices that demonstrate effective design, and facilitation, and direction of learning processes to help students meet learning outcomes. | Provides two specific and concreate evidence of engagement in teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes. | Provides three or more specific and concrete evidence of engagement in teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes. |
| **Educator advances racial equity and social justice in the classroom or other learning environments** | Doesn't mention/demonstrate commitment to advancing racial equity and social justice | Provides 1 example of specific and concreate evidence of advancing racial equity and social justice in the classroom or other learning environment | Provides 2 examples of specific and concreate evidence of advancing racial equity and social justice in the classroom or other learning environment | Provides 3 or more examples of specific and concreate evidence of advancing racial equity and social justice in the classroom or other learning environment |
| **Must have had sole responsibility for instruction in a lecture or laboratory course or section at any level within the past academic year** | Doesn't mention, or hasn't had sole responsibility for instruction in a lecture or laboratory course section at any level within the past academic year |  |  | Has been had sole responsibility for instruction in a lecture or laboratory course or section at any level within the past academic year |