Excellence in Graduate Teaching

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| Criteria | 0 | 1 | 2 | 3 |
| Educator's ability to establish an educational prescience that includes fostering community and interpersonal relationships among and with students. Utilizes clear communication practices to support student learning. | Doesn't mention or provide specific or concrete examples of teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes. | Provides specific and concreate evidence of teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes in 1 course | Provides specific and concreate evidence of teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes in 1-2 course | Provides specific and concreate evidence of teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes in multiple courses |
| Extent to which the educator engages in teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes. | Does not provide specific and concrete evidence of ability to create an environment that allows students to construct and infer meaning | Provides specific and concreate evidence of ability to create an environment that allows a student to construct and infer meaning in 1 course | Provides specific and concreate evidence of ability to create an environment that allows a student to construct and infer meeting in 1-2 courses | Provides specific and concreate evidence of ability to create an environment that allows a student to construct and infer meaning in multiple courses' |
| Educator advances racial equity and social justice in the classroom or other learning environments | Doesn't mention or provide specific or concrete examples of teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes. | Provides specific and concreate evidence of teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes in 1 course | Provides specific and concreate evidence of teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes in 1-2 course | Provides specific and concreate evidence of teaching practices that demonstrate effective design, facilitation, and direction of learning processes to help students meet learning outcomes in multiple courses |
| Educator integrates disciplinary and teaching and learning research into their instructional practices and materials. | Does not provide specific and concreate evidence of ability to create an environment that allows students to construct and infer meaning | Provides specific and concreate evidence of ability to create an environment that allows a student to construct and infer meaning in 1 course | Provides specific and concreate evidence of ability to create an environment that allows a student to construct and infer meeting in 1-2 courses | Provides specific and concreate evidence of ability to create an environment that allows a student to construct and infer meaning in multiple courses' |
| Provide mentoring and support for graduate students to in ways that support their career goals. | Does not provide specific and concreate evidence of mentoring and support graduate students in ways that support their career goals. | Provides 1 example of specific and concreate evidence of mentoring and support for graduate students in ways that support their career goals | Provides 2 examples of specific and concreate examples of mentoring and support of graduate students in ways that support their career goals | Provides 3 or more examples of specific and concreate evidence of mentoring and support for graduate students in ways that support their career goals |