

## **Criteria for Scoring Statements from Faculty Candidates' Teaching Plans**

TC Jenkins Department of Biophysics, Johns Hopkins University  
Fall 2022

**Goals:** Which educational experiences got you interested in your discipline? What do you most hope to teach students about your discipline?

	<b>3 (Exceptional)</b>	<b>2 (Solid)</b>	<b>1 (Weak)</b>	<b>0</b>
Discipline motivation	Expresses what the candidate appreciates about studying own discipline	Somewhat vague	Vague	Does not address candidate's appreciation for disciplinary study.
Teaching motivation	Expresses what the candidate appreciates about teaching.	Somewhat vague	Vague	Does not address candidate's appreciation for teaching.

**Teaching Methods:** Which approaches do you see as most effective in engaging and educating students in your discipline? How are your teaching methods attentive to students with different backgrounds, expectations and needs? How do you make best use of your personal characteristics and values in your teaching methods?

	<b>3 (Exceptional)</b>	<b>2 (Solid)</b>	<b>1 (Weak)</b>	<b>0</b>
Specificity	Incorporates descriptions of specific learning activities (e.g. lectures, discussions, group work).	More details of activities needed.	Activities are stated too broadly or generally.	Does not specify any learning activities.
Diversity	Connects learning activities to diverse student backgrounds, needs and expectations.	Connection is sometimes not well developed.	Connection is weak or vague.	Does not relate learning activities to diverse student needs.

**Teaching Assessments:** Which kinds of teaching assessments do you think may be useful in improving your approaches? If you have experienced such assessments, how do they guide your teaching? How will you improve students' achievement of their learning goals?

	<b>3 (Exceptional)</b>	<b>2 (Solid)</b>	<b>1 (Weak)</b>	<b>0</b>
Using Assessment	Incorporates specific teaching evaluation data from student, peer, supervisor comments; Identifies a specific teaching aspect for development	More details or examples may be needed.	Evaluation data and/or teaching aspect are often stated too broadly or generally.	Does not address assessment or specific teaching aspect for development

**Adapted from:**

Kearns et al. "A Scoring Rubric for Teaching Statements: A Tool for Inquiry into Graduate Student Writing about Teaching and Learning" *Journal on Excellence in College Teaching*, v21 n1 p73-96 2010