Teaching Philosophy Rubric

Purpose & Audience

Given the intended audience and purpose that the writer has shared with you:

- Is there a clear focus or theme(s)?
- Are the language and tone appropriate without relying on trite phrases or jargon?
- Would the text hold the audience's attention?

Voice

- Is it "authentic" – focused on the writer and personal – do you have an idea of who this person is as a teacher (or aspires to be)?
- Does the writer reveal self and personal/political/pedagogical commitments?
- Is enthusiasm for teaching evident?
- Does it sound as though the writer cares about the beliefs expressed and the arguments being made?
- Would you like to take a course taught by the writer?

Beliefs/Arguments/Claims & Illustrative Support

- Does the text detail what the writer believes in a way that is engaging, specific, and easy to understand?
- Does it detail why these beliefs are held?
- Does it detail how these beliefs came to be held?
- Does it define the writer's goals for and expectations of learners?
- Are the beliefs/arguments/claims grounded in the writer's discipline?
- Is the relationship between the writer's discipline and beliefs about teaching and learning made clear?
- Does the organization/structure support the arguments/claims being made?
- Are the beliefs/arguments/claims supported by evidence, examples, anecdotes, etc.?
- Are there specific examples of strategies, methods, or theories used to achieve teaching and learning goals and to help students meet or exceed expectations?

Conventions

- Are heading, transition, and paragraph designs appropriate to the content?
- Are length and thematic structure appropriate to the content?
- Are the elements presented in a parallel style and format across and within sections/paragraphs?
- Are there any distracting grammatical, typographical, or spelling errors?