

**CELT Teaching Award: Curriculum/Course Development
RUBRIC**

CURRICULUM	3	2	1
Curriculum Scaffolding Towards Learning Outcomes	<p>Learning outcomes are clearly stated and aligned with assessments in syllabus; reflect robust and enduring understandings; and are appropriate to the content area and level of student readiness.</p> <p>Curriculum is clearly and carefully aligned with learning outcomes; assignments provide rich support for student learning aligned with learning outcomes.</p>	<p>Learning outcomes are clearly stated in syllabus and appropriate to the content area and level of student readiness.</p> <p>Curriculum includes scaffolding towards and connections to learning outcomes.</p>	<p>Learning outcomes are not clearly stated in syllabus, and/or do not lead students to essential questions and complex ideas.</p> <p>Curriculum does not prepare students for, nor make connections to, the learning goals or the learning evidenced in the summative (final) assessment.</p>
Relationship of Assessments to Learning Outcomes	<p>Assessments align with “real world” or authentic demonstrations of professional work, and provide robust data regarding student progress towards learning outcomes.</p> <p>Data aligned with learning outcomes is collected throughout course; students have multiple opportunities to rehearse and receive feedback on learning outcomes.</p>	<p>Assessments provide data regarding student progress towards learning outcomes.</p> <p>Data aligned with learning outcomes is collected throughout course.</p>	<p>Assessments do not collect data aligned with learning outcomes.</p> <p>Data regarding student learning outcomes is not collected prior to final assessment.</p>
NARRATIVE			
Literature on Teaching and Learning	Curriculum is richly supported by literature on teaching and learning.	Curriculum is minimally grounded in the literature on teaching and learning.	Curriculum is not grounded in the literature on teaching and learning.
Range of Support Documents	Narrative draws from a wide range of support documents.	Narrative draws from a few support documents.	Narrative does not draw from support documents.
Argument	Narrative makes rich, complex, and persuasive connections between scholarship, support documents, and argument about approach to curriculum.	Narrative makes connections between scholarship, support documents, and argument about approach to curriculum.	Narrative does not make connections between scholarship, support documents, and argument about approach to curriculum.

**CELT Teaching Award: Pedagogy
RUBRIC**

PEDAGOGY	3	2	1
Responsiveness to of learning needs	Responsive to a wide range of student learning needs.	Responsive to some student learning needs.	Does not respond to student learning needs.
Student construction of knowledge	Provides rich, consistent opportunities for students to explore, critique, test, or create knowledge.	Provides some opportunities for students to explore, critique, test, or create knowledge.	Does not allow students opportunities to explore, critique, test, or create knowledge.
NARRATIVE			
Literature on Teaching and Learning	Pedagogy is richly supported by literature on teaching and learning.	Pedagogy is minimally grounded in the literature on teaching and learning.	Pedagogy is not grounded in the literature on teaching and learning.
Range of Support Documents	Narrative draws from a wide range of support documents.	Narrative draws from a few support documents.	Narrative does not draw from support documents.
Argument	Narrative makes rich, complex, and persuasive connections between scholarship, support documents, and argument about approach to pedagogy.	Narrative makes connections between scholarship, support documents, and argument about approach to pedagogy.	Narrative does not make connections between scholarship, support documents, and argument about approach to pedagogy.

TOTAL _____ / 15

**CELT Teaching Award: Mentoring/Advising
RUBRIC**

MENTORING/ ADVISING	3	2	1
Inside classroom	Provides evidence of consistent, creative, and responsive ways of mentoring/advising in classroom context.	Provides some evidence of mentoring/advising in classroom context.	Does not provide evidence of mentoring/advising in classroom context.
Outside classroom	Provides evidence of consistent, creative, and responsive ways of mentoring/advising outside of classroom context.	Provides some evidence of mentoring/advising outside of classroom context.	Does not provide evidence of mentoring/advising outside of classroom context.
NARRATIVE			
Literature on Teaching and Learning	Mentoring/Advising and their relationship to student learning are richly supported by literature on teaching and learning.	Mentoring/Advising and their relationship to student learning are minimally grounded in the literature on teaching and learning.	Mentoring/Advising and their relationship to student learning are not grounded in the literature on teaching and learning.
Range of Support Documents	Narrative draws from a wide range of support documents.	Narrative draws from a few support documents.	Narrative does not draw from support documents.
Argument	Narrative makes rich, complex, and persuasive connections between scholarship, support documents, and argument about approach to mentoring/advising students.	Narrative makes connections between scholarship, support documents, and argument about approach to mentoring/advising students.	Narrative does not make connections between scholarship, support documents, and argument about approach to mentoring/advising students.

TOTAL _____ /15