

NORTON ROSE FULBRIGHT EDUCATIONAL EXCELLENCE AWARDS
TEACHING AND EVALUATION RUBRIC

Section	Below the standard for excellence	Meets the standard for excellence	Exceptionally above the standard for excellence
Goals (5 points)	0-3	4	5
	<ul style="list-style-type: none"> • Goals are generic • Goals are not relevant to the domains of teaching/education (e.g., personal clinical goals) • Unachievable or not realistic • Unclear or not well-defined 	<ul style="list-style-type: none"> • Learner-focused (e.g., reflect attention to learner needs) • Relevant to teaching/education • Achievable and realistic • Clear • Measurable in some cases 	<ul style="list-style-type: none"> • Highly learner-focused (reflect strong understanding of attention to addressing needs of learners) • Achievable and realistic • Clear and specific (focused, well-defined, action-oriented) • Mostly measurable • Innovative
Educational Personal Preparation/Educator Development (5 points)	0-3	4	5
	<ul style="list-style-type: none"> • Time spent in preparation activities is not quantifiable • Activities included are focused on maintaining clinical skills (e.g., reading journal articles) • No description of how development activities are related to goals as an educator • Activities are not related to improving skills in teaching or education • Activities are planned for the future, but have not yet been initiated 	<ul style="list-style-type: none"> • Time spent in preparation activities well defined and quantified • Preparation activities are related to teaching and education • Significant amount of time is spent in preparation activities • Well-defined quantifiable experiences are included • Personal preparation activities linked to individual teaching roles and goals 	<ul style="list-style-type: none"> • Time spent in personal development as an educator is quantifiable and logical • Participated in activities consistently over significant periods of time • Activities include formal educational training (e.g. MTFP, M.Ed. program or certification at a regional or national level e.g. MERC, Harvard-Macy) • Relevance of educator development activities clearly linked to goals and individual teaching activities
Self-reflection and improvement (5 points)	0-3	4	5
	<ul style="list-style-type: none"> • No meaningful reflection on feedback received from learners, team members or individuals supervised. • Feedback is from a limited number of sources 	<ul style="list-style-type: none"> • Reflection on feedback received with some mention of process improvement • Includes feedback from multiple sources, but may not have explicitly solicited the feedback 	<ul style="list-style-type: none"> • Evidence is provided regarding explicit use of feedback to make changes in teaching. • Solicits feedback from multiple sources

	<ul style="list-style-type: none"> No description of how feedback was used to guide self-improvement as an educational leader No examples are provided of teaching improvements gained by feedback or evaluation outcomes Personal statement vague or incomprehensible 	<ul style="list-style-type: none"> Examples of changes in teaching over time are described Personal statement concisely describes journey in education 	<ul style="list-style-type: none"> Specific and detailed descriptions of improvements as a result of changes in teaching Personal statement describes journey in education extremely well
Portfolio preparation (5 points)	0-3	4	5
	<ul style="list-style-type: none"> Portfolio was poorly or sloppily organized Written with errors in grammar, syntax or spelling Description of time and effort with each item is incomplete or confusing Supporting evidence is scant, or not well organized and explained (for example, "see CV," is an inadequate explanation of evidence) Inconsistencies in learners, dates, responsibilities etc. exist among structured summary, personal statement, CV and supporting evidence Structured summary lacks one or more major components 	<ul style="list-style-type: none"> Portfolio is mostly organized and searchable The writing is clear and easy to follow Description of time and effort with each item of teaching is included Supporting evidence is mostly clear and is adequately explained and referenced in the structure summary. Information was consistent across the structured summary, personal statement, CV and supporting evidence Information present in the structured summary resembles standard. 	<ul style="list-style-type: none"> Portfolio was clearly organized, easy to read and neatly formatted. The writing is clear with logical progression of ideas, grammatically correct and may be "artistic." Description of time and effort with each item is included and explicit Information is consistent across the structured summary, personal statement, CV and supporting evidence, cross-referenced and highlighted. All required information is present in the structured summary
Quality-Methods (20 points)	0-14	15-18	19-20
	<ul style="list-style-type: none"> No evidence that teaching techniques are learner centered Only a few modalities or techniques are described 	<ul style="list-style-type: none"> Evidence that teaching techniques are learner-centered Demonstrates multiple teaching techniques and modalities Teaching techniques are appropriate for content and environment 	<ul style="list-style-type: none"> Teaching shows evidence of innovation Incorporation of newer teaching techniques Evidence that teaching techniques are learner centered Demonstrates multiple teaching techniques and modalities

		<ul style="list-style-type: none"> Positive assessment of teaching by peers (e.g., solicited letters, peer evaluation, acknowledgement of constructive feedback) 	<ul style="list-style-type: none"> Teaching techniques are appropriate for content and environment Positive assessment of teaching by peers (e.g., solicited letters, peer evaluation, acknowledgement of constructive feedback)
Quality: Meaningful results (20 points)	0-14	15-18	19-20
	<ul style="list-style-type: none"> Little or no evidence of learner feedback Evaluation scores are low and unexplained Negative feedback is not addressed (e.g., from learners or peers) Little evidence of learner achievement 	<ul style="list-style-type: none"> Learner feedback presented for most major activities Evidence presented spans time frame of the activity, or missing data explained Evaluations scores are generally higher than average either throughout the time period or with a trend in improvement Some evidence of learner achievement/or knowledge and skill acquisition is provided for a few activities 	<ul style="list-style-type: none"> Learner feedback presented for all major activities Evidence presented spans time frame of the activity, or missing data explained Evaluations scores are higher than average consistently Explicit evidence of learner achievement/or knowledge and skill acquisition is provided for multiple activities Unsolicited positive assessment of teaching by peers (e.g. invited educational lectures, unsolicited letters.) Teaching serves as a model for others (e.g., applicant is engaged in coaching or mentoring other educators)
Teaching Quantity (30 points)	0-25	26-28	29-30
	<ul style="list-style-type: none"> Teaching activities do not span at least 5 years Number of contact hours with learners is less than is expected for the field (<3000 hours) Number of learners is less than is expected for the field 	<ul style="list-style-type: none"> Demonstrates teaching activities over at least 5 years Number of contact hours is consistent with expectations for field (typical applicants will have > 3000 hours whereas those with extensive attending activities often have 4000-6000 hours) Number of learners is consistent with expectations for field (applicant 	<ul style="list-style-type: none"> Demonstrates consistent teaching activities over at least 5 years Number of contact hours with learners exceeds expectations for field Number of learners exceeds expectations for field (applicant should provide a description of typical numbers of learners for a faculty member in field)

		<p>should provide a description of typical numbers of learners for a faculty member in field)</p> <ul style="list-style-type: none"> Has sought a few opportunities to teach outside of usual scope of work/learners 	<ul style="list-style-type: none"> Has sought many opportunities to teach outside of usual scope of work/learners or
Teaching Breadth (10 points)	0-7	8-9	10
	<p>Only one or none of the following:</p> <ul style="list-style-type: none"> 3 or more different modalities of teaching (e.g., small group, large group, one-on-one mentoring) 3 or more different learner types (e.g., students in a degree program, residents, fellows, faculty, different disciplines) 3 or more different teaching locations (e.g., different BCM sites/affiliates, other institutions, regional, national or international organizations) 	<p>At least TWO of the following:</p> <ul style="list-style-type: none"> 3 or more different modalities of teaching (e.g., small group, large group, one-on-one mentoring) 3 or more different learner types (e.g., students in a degree program, residents, fellows, faculty, different disciplines) 3 or more different teaching locations (e.g., different BCM sites/affiliates, other institutions, regional, national or international organizations) 	<p>ALL of the following</p> <ul style="list-style-type: none"> 3 or more different modalities of teaching (e.g., small group, large group, one-on-one mentoring) 3 or more different learner types (e.g., students in a degree program, residents, fellows, faculty, different disciplines) 3 or more different teaching locations (e.g., different BCM sites/affiliates, other institutions, regional, national or international organizations)