

ECE Teaching Effectiveness Rubric

	Unsatisfactory (1)	Satisfactory (2)	Good (3)	Very Good (4)	Outstanding (5)	Rating
(1a) Peer Data	Faculty did not report engaging in evaluation activities to collect peer feedback.	Faculty reported engaging in at least 1 evaluation activity to collect feedback from peers	Faculty reported engaging in more than 1 evaluation activity to collect feedback from peers	Faculty reported engaging in more than 1 evaluation activity to collect feedback from peers, and responded to recommendations for improvements	Faculty reported engaging in at least 2 evaluation activities during the year to collect feedback from peers, and responded to recommendations for improvements	
(1b) Student Data	Overall rating of instructor average on SPOTs instrument is less than 3 and no other evaluation was undertaken to collect data.	SPOTs satisfies this requirement. All faculty should receive at least a 3	Faculty reported engaging in at least 1 evaluation activity to collect student data in addition to SPOTs	Faculty reported engaging in more than 1 evaluation activity to collect student data in addition to SPOTs	Faculty reported engaging in at least 1 evaluation activity to collect student data in addition to SPOTs and responded to student reflections in their teaching that resulted in improved SPOTs	
(1c) Self Data	Faculty did not report engaging in evaluation activities to collect self data OR engaged in activities that are not included in the department's teaching evaluation guidelines OR previously approved by the department	Faculty reported engaging in at least 1 evaluation activity to collect self data	Faculty reported engaging in more than 1 evaluation activity to collect self data	Faculty reported engaging in more than 2 evaluation activity to collect self data	Faculty reported engaging in at least 1 self-focused evaluation activity that was collected multiple times throughout the semester or activities that utilized more than 2 different data sources, or more than 3 distinct evaluation activities annually.	
(2) SPOT Results	One or more courses taught that were negative overall. This could include SPOT evaluations below 2.5 or at or below 15% percentile among all ECE faculty.	Across all course taught the SPOT evaluations were around 50% percentile range among all ECE faculty.	Across all course taught the SPOT evaluations were more than 50% percentile range among all ECE faculty.	Across all course taught the SPOT evaluations were above 75% percentile range among all ECE faculty.	Across all course taught the SPOT evaluations were above 85% percentile range among all ECE faculty.	
(3) Use of Data for Improvement	Faculty failed to make any connections between the evidence they collected from students, peers, and self to outcomes in their course and/or describe any changes they could potentially make to their course(s) based on that evidence.	Faculty made loose connections between the evidence they collected from students, peers, and self to general outcomes in their course(s) and/or describe some broad changes they have made/intend to make to their course(s) based on that evidence. The alignment with the teaching pillars is <i>not clearly</i> evident.	Faculty made explicit connections between the evidence they collected from students, peers, and self to general outcomes in their course(s) and/or describe broad changes they have made/intend to make to their course(s) based on that evidence. The alignment with at least one of the teaching pillars is <i>somewhat</i> evident.	Faculty made explicit connections between the evidence they collected from students, peers, and self to specific outcomes in their course(s) and/or outline distinct changes they have made/intend to make to their course(s) based on that evidence. The alignment with at least one of the teaching pillars is <i>directly</i> evident.	Faculty made explicit and systematic connections between the evidence they collected from students, peers, and self to specific outcomes in their course(s) and/or outline distinct changes they have made/intend to make to their course(s) based on that evidence. The alignment with more than one of the teaching pillars is <i>directly</i> evident.	