

Possible Components	Excellent	Needs work	Weak
Goals for student learning: What knowledge, skills, and attitudes are important for student success in your discipline? What are you preparing students for? What are key challenges in the teaching-learning process?	Goals are clearly articulated and specific and go beyond the knowledge level, including skills, attitudes, career goals, etc. Goals are sensitive to the context of the instructor's discipline. They are concise but not exhaustive.	Goals are articulated although they may be too broad or not specific to the discipline. Goals focus on basic knowledge, ignoring skills acquisition and affective change.	Articulation of goals is unfocused, incomplete, or missing.
Enactment of goals (teaching methods): What teaching methods do you use? How do these methods contribute to your goals for students? Why are these methods appropriate for use in your discipline?	Enactment of goals is specific and thoughtful. Includes details and rationale about teaching methods. The methods are clearly connected to specific goals and are appropriate for those goals. Specific examples of the method in use within the disciplinary context are given.	Description of teaching methods not clearly connected to goals or if connected, not well developed (seems like a list of what is done in the classroom). Methods are described but generically, no example of the instructor's use of the methods within the discipline is communicated.	Enactment of goals is not articulated. If there is an attempt at articulating teaching methods, it is basic and unreflective.
Assessment of goals (measuring student learning): How do you know your goals for students are being met? What sorts of assessment tools do you use (e.g., tests, papers, portfolios, journals), and why? How do assessments contribute to student learning? How do assessments communicate disciplinary priorities?	Specific examples of assessment tools are clearly described. Assessment tools are aligned with teaching goals and teaching methods. Assessments reinforce the priorities and context of the discipline both in content and type.	Assessments are described, but not in connection to goals and teaching methods. Description is too general, with no reference to the motivation behind the assessments. There is no clear connection between the assessments and the priorities of the discipline.	Assessment of goals is not articulated or mentioned only in passing.
Creating an inclusive learning environment, addressing one or more of the following questions: •How do your own and your students' identities (e.g., race, gender, class), background, experience, and levels of privilege affect the classroom? •How do you account for diverse learning styles? •How do you integrate diverse perspectives into your teaching?	Portrays a coherent philosophy of inclusive education that is integrated throughout the philosophy. Makes space for diverse ways of knowing, and/or learning styles. Discussion of roles is sensitive to historically underrepresented students. Demonstrates awareness of issues of equity within the discipline.	Inclusive teaching is addressed but in a cursory manner or in a way that isolates it from the rest of the philosophy. Author briefly connects identity issues to aspects of his/her teaching.	Issues of inclusion are not addressed or addressed in an awkward manner. There is no connection to teaching practices.
Structure, rhetoric and language: How is the reader engaged? Is the language used appropriate to the discipline? How is the statement thematically structure?	The statement has a guiding structure and/or theme that engages the reader and organizes the goals, methods, and assessments articulated in the statement. Jargon is avoided and teaching terms (e.g., critical thinking) are given specific definitions that apply to the instructor's disciplinary context. Specific, rich examples are used to bolster statements of goals, methods, and assessments. Grammar and spelling are correct.	The statement has a structure and/or theme that is not connected to the ideas actually discussed in the statement, or, organizing structure is weak and does not resonate within the disciplinary context. Examples are used but seem generic. May contain some jargon.	No overall structure present. Statement is a collection of disconnected statements about teaching. Jargon is used liberally and not supported by specific definitions or examples. Needs much revision.

Rubric for Statements of Teaching Philosophy developed by Matt Kaplan, Chris O'Neal, Debbie Meizlish, Rosario Carillo, and Diana Kardia