

2023 Regents Outstanding Teaching Award (ROTA)—UTRGV Evaluation Rubric

APPLICANT NAME:

REVIEWER NAME:

Criteria	Exemplary (4-5 points)	Emerging (2-3 points)	Needs improvement (0-1 point)	Points and Comments
<p>Pursuing effectiveness, innovation, and creativity in the classroom, clinic, or setting in which teaching and learning take place.</p>	<p>Provides evidence of designing, implementing, and assessing effective, innovative, and creative teaching and learning practices in the classroom. Specifically, evidence is provided on how such practices positively influence student learning and actively engage learners.</p>	<p>Provides evidence of using effective, innovative, and creative teaching practices but does not reference the impact on student learning and student engagement.</p>	<p>Effective, innovative, and creative teaching strategies are unclear and/or minimal as there is no reference to research informing the strategies nor impact on student learning and engagement.</p>	
<p>Demonstrating the use of strategies that actively engage the learner.</p>	<p>Provides evidence of drawing on research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners.</p> <p>Research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessments and student overall engagement.</p>	<p>Provides evidence of drawing on research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners.</p> <p>However, research-based teaching strategies are not linked to specific learning outcomes as represented in assessments and student overall engagement.</p>	<p>There is little or no evidence of research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners.</p>	

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<p>Developing innovations that are responsive to student needs.</p>	<p>Provides evidence of building awareness of implicit biases in teaching and learning practices in relation to students’ needs and learning, such as strategies to foster sense of belonging, empathy, support, resilience, and inclusion for all students</p> <p>Provides evidence of adjusting teaching values and beliefs informed by awareness of teaching practices that privilege certain students while disenfranchising others as well as feedback collected from students, peer observations of teaching, course observations, and research-informed inclusive teaching practices.</p> <p>Furthermore, evidence is provided on the impact that the use of innovative, inclusive, and equitable strategies have on student learning, curiosity, sense of belonging, and perceptions of support attentive to their needs as learners.</p>	<p>Provides evidence of building awareness of implicit biases in teaching and learning practices in relation to students’ needs and learning, such as strategies to foster sense of belonging, empathy, support, resilience, and inclusion for all students</p> <p>Provides minimal or limited evidence of adjusting teaching values and beliefs informed by awareness of teaching practices that privilege certain students while disempowering others as well as feedback collected from students, peer observations of teaching, course observations, and research-informed inclusive teaching practices.</p> <p>However, there is no evidence on the impact that the use of inclusive and equitable strategies has on student learning and curiosity and students’ sense of belonging and perceptions of support attentive to their needs as learners.</p>	<p>There is minimal to no evidence of building awareness of implicit biases in teaching and learning practices, adjusting teaching practices based on students’ needs, nor the impact of building more inclusive practices on student learning.</p>	
<p>Creating opportunities for experiential learning.</p>	<p>Uses innovative, creative, and/or research-based experiential learning (e.g., undergraduate research, service learning, study abroad, studio performances, etc.)</p> <p>There is evidence that experiential learning positively influences student learning and actively engage learners</p>	<p>Uses experiential learning but no evidence that experiential learning activities relate to positive student learning</p>	<p>There is little or no evidence of experiential learning</p>	
<p>Using technology effectively.</p>	<p>Uses innovative and appropriate forms of technology and there is evidence that use of technology influences student learning and actively engages learners.</p>	<p>Uses technology but no evidence that use of technology actively engages learners and has a positive influence on student learning</p>	<p>There is little or no evidence of use of technology in teaching</p>	

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<p>Adapting teaching methods to improve teaching and learning.</p>	<p>Provides evidence of continuous self-reflection and improvement of teaching values and beliefs through commitment to inclusive excellence, student needs, innovations, research-based teaching strategies, professional development participation and leadership, and collaborations with colleagues and students.</p> <p>Provides evidence that through self-reflection and improvement of teaching they have applied what they learned, and evidence is provided on impact on student learning, engagement, and assessments.</p>	<p>Provides evidence of continuous self-reflection and improvement of teaching through commitment to inclusive excellence, student needs, innovations, research-based teaching strategies, professional development participation and leadership, and collaborations with colleagues and/or students.</p> <p>However, there is no exploration of impact these choices have on student learning and student engagement.</p>	<p>There is minimal or no reference to continuous self-reflection and improvement of teaching nor reference to impact on student learning and engagement.</p>	
<p>Striving to learn and improve one's own teaching.</p>	<p>Provides evidence of clear and compelling commitment and rationale for participating in professional development and academic teaching conferences.</p> <p>Aligns participation to development of continuous improvement in teaching And/or innovation in preparation of Course materials, specifically presenting evidence of application and impact on student learning.</p>	<p>Provides a list of trainings And/or academic conferences without context of continuous improvement of teaching and what was learned, how it was applied, and what impact it had on student learning and engagement.</p>	<p>There is no reference to participation in professional development to enhance teaching practices.</p>	

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<p>Being a leader in teaching and learning by having a positive impact on their colleagues' teaching.</p>	<p>Provides evidence of a clear rationale for engaging in activities to be a thought leader in the area of teaching and learning with colleagues at all levels and across disciplines, such as leading professional development activities, collaborating with Centers of Teaching Excellence, colleges and programs and/or writing journal articles and books on teaching and learning.</p> <p>Evidence is presented on how activities lead others to learn about teaching and learning strategies to improve teaching methods and how such activities contribute to continuous improvement of teaching and positively influence student learning and actively engage learners.</p>	<p>Provides evidence of a clear rationale for engaging in activities to be a thought leader in the area of teaching and learning with colleagues at all levels and across disciplines, such as leading professional development activities, collaborating with Centers of Teaching Excellence, colleges and programs and/or writing journal articles and books on teaching and learning.</p> <p>However, there is no evidence presented on how activities lead others to learn about teaching and learning practices and how such activities contributed to continuous improvement of teaching and positively influence student learning and actively engage learners.</p>	<p>There is minimal or no reference to engaging in activities to be a thought leader in the area of teaching and learning with colleagues at all levels and across disciplines.</p>	
Total Score				

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Applicant Name:	
Tenure Status:	
Total Reviewer Score:	
Strengths:	
Areas of Improvement:	