

## 2021-2022 Board of Trustees Award Awards for Excellence in Teaching Portfolio Review Form

Criterion	Exceptional (20 – 17 points)	Highly Effective (16 – 9 points)	Acceptable (8 – 4 points)
<b>Innovative Teaching Strategies and Materials</b>	Evidence of exceptionally skilled and innovative teaching; methods and materials strongly aligned with the learning goals of the individual's courses, the backgrounds and purposes of the students, and the nature of the subjects taught. Evidence of exceptional inclusive teaching practices and materials are identified and explained (i.e. equity minded syllabus)	Evidence of highly effective and innovative teaching; methods and materials are aligned with the learning goals of the individual's courses, the backgrounds and purposes of the students, and the nature of the subjects taught. Evidence of inclusive teaching practices and materials are identified and explained (i.e. equity minded syllabus)	Incomplete or merely acceptable evidence of teaching methods and materials. Lack of clear evidence showing alignment between strategies and materials used and one or more of the following: the learning goals of the courses, backgrounds and purposes of students or the nature of the subjects taught. Little evidence of innovative teaching. Lacks evidence of inclusive teaching practices.
<b>Service to Students, Profession, Institution, System to advance teaching excellence</b>	Evidence of exceptional engagement with students and colleagues to advance teaching excellence. Demonstrates an active concern for student learning and development, especially as related to issues of equity and student achievement, through counseling, advising, and other activities. Demonstrates sustained, exemplary contributions to professional organizations and activities that strengthen teaching, as well as involvement in teaching and learning issues at the college or university and system levels.	Substantial engagement with students and colleagues to advance teaching excellence. Demonstrates a concern for student learning and development, especially as related to issues of equity and student achievement, through counseling, advising or other activities. Demonstrates considerable contributions to professional organizations and activities that strengthen teaching as well as involvement in teaching and learning issues at the college or university and system levels.	Limited evidence of engagement with students and colleagues to advance teaching excellence. Not all of the following are well demonstrated: Record of counseling, advising or other activities that demonstrate concern for student learning and development, especially as related to issues of equity and student achievement; involvement in professional organization and activities that strengthen teaching; involvement in teaching and learning issues at the college or university and system levels.
<b>Standards for assessment of Student Learning and Performance</b>	Evidence of exceptionally high standards for student learning and performance. Employment of exceptionally rigorous, learning-focused evaluation criteria. Significant evidence of learning from assessments that inform changes made to improve courses and methods.	Evidence of high standards for student learning and performance. Employment of rigorous, learning-focused evaluation criteria. Some evidence of learning from assessments that inform changes made to improve courses and methods.	One or more of the following may be true: Little or unclear evidence of challenging standards for students or of rigorous, learning-focused evaluation criteria. Unclear or missing evidence of learning from assessments to inform changes to improve courses and methods.
<b>Culturally Responsive Teaching and Pedagogy</b>	Evidence of exceptional implementation of strategies that promote community building and establish group belonging. Demonstrates consistent integration of culturally relevant, real world content and experiences to support student learning. Significant evidence of awareness of self and others with intent to affirm student identities and lived experiences.	Evidence of implementation of strategies that promote community building and establish group belonging. Demonstrates integration of culturally relevant, real world content and experiences to support student learning. Evidence of awareness of self and others with intent to affirm student identities and lived experiences.	Lack of clear evidence between implemented strategies and community building or establishing group belonging. Limited evidence demonstrating integration of culturally relevant, real world content and experiences to support student learning. Incomplete or merely acceptable evidence of awareness of self and others with intent to affirm student identities and lived experiences.
<b>Content Expertise &amp; Professional Growth</b>	Exceptional subject-matter knowledge is clearly demonstrated over the course of the individual's teaching career. Uses well-regarded and current content, theory and practices in teaching. Strong record of ongoing scholarly or professional development related to teaching.	Considerable subject-matter knowledge is demonstrated over the course of the individual's teaching career. Uses well-regarded and current content, theory, and practices in teaching. Clear record of scholarly or professional development related to teaching.	Incomplete or merely acceptable subject-matter knowledge demonstrated over the course of the individual's teaching career. There may not be clear demonstration of the use of well-regarded and current content, theory, or practices in teaching. Little or irregular record of scholarship of professional development related to teaching.