

### *Evaluative Rubric*

<b>Criteria</b>	<b>Exceed Expectations (3)</b>	<b>Meet Expectations (2)</b>	<b>Below Expectations (1)</b>	<b>Score</b>
<b>Teaching Philosophy</b>	The teaching philosophy explicitly draws a relation to Qatar University’s mission, with well-stated references to the Academic Program’s mission. It provides a detailed account of implementation of QU Educational Excellence Themes and the integration of research-informed practices, digitally enriched and entrepreneurial education in higher education and pedagogical theories that underline candidate’s beliefs and how they affect decisions such as selection of materials, teaching strategies, classroom management and assessment as well as their impacts on students’ learning in Higher Education setting.	The teaching philosophy explicitly draws a relation to either Qatar University’s mission, or to the Academic Program’s mission with some details. It provides some explanations of implementation of QU Educational Excellence Themes and the integration of research-informed practices, digital enrich and entrepreneurial education in higher education to learning and pedagogical theories that underline candidate’s belief with reasonable justifications on how they affect decisions such as selection of materials, teaching strategies, classroom management and assessments as well as their impacts on students’ learning in Higher Education setting.	The teaching philosophy draws an implicit relation to either Qatar University’s mission, or to the Academic Program’s mission with brief details. It provides few explanations of QU Educational Excellence Themes and the integration of research-informed practices, digital enrich and entrepreneurial education in higher education and pedagogical theories that underline candidate’s belief with very few justifications on how they affect decisions such as selection of materials, teaching strategies, classroom management and assessments as well as their impacts on students’ learning in Higher Education setting.	3 2 1
<b>Course Portfolio A. Content</b>	<p>The Course Portfolio provides, in an exemplary way, all the below contents:</p> <ul style="list-style-type: none"> <li>• Detailed description with evidence of how QU Educational Excellence Themes were implemented,</li> <li>• Reference to various active teaching and student-centred strategies (i.e. interactive lectures, guided discovery approach, case studies, field study, and real-world teaching strategies, among others).</li> <li>• Presentation of an innovative sample of the teaching materials used (e.g. lecture notes, presentation slides, among others).</li> <li>• Course syllabus that communicates to students an accurate description of the course content, assignments, assessment tools, as well as delivers a clear source for policies and expectations.</li> </ul>	<p>The Course Portfolio satisfactorily provides all the below contents:</p> <ul style="list-style-type: none"> <li>• Some description with evidence of how QU Educational Excellence Themes were implemented</li> <li>• Reference to various active teaching and student-centred strategies (i.e. interactive lectures, guided discovery approach, case studies, field study, and real-world teaching strategies among others).</li> <li>• Presentation of an innovative sample of the teaching materials used (e.g. lecture notes, presentation slides, among others).</li> <li>• Course syllabus that communicates to students an accurate description of the course content, assignments, assessment tools, as well as delivers a clear source for policies and expectations.</li> </ul>	<p>The Course Portfolio moderately provides all the below contents:</p> <ul style="list-style-type: none"> <li>• Some description with evidence of how QU Educational Excellence Themes were implemented with no efficient pieces of evidence.</li> <li>• Reference to various active teaching and student-centred strategies (i.e. interactive lectures, guided discovery approach, case studies, field study, and real-world teaching strategies, among others).</li> <li>• Presentation of innovative sample of the teaching materials used (e.g. lecture notes, presentation slides, among others).</li> <li>• Course syllabus that communicates to students an accurate description of the course content, assignments, assessment tools, as well as delivers a clear source for policies and expectations.</li> </ul>	3 2 1

<b>B. Evidence</b>	<p>The Course Portfolio provides in an exemplary way all of the below pieces of evidence:</p> <ul style="list-style-type: none"> <li>• Presentation of a representative sample of students' achievements directly attributable to the candidate's teaching effectiveness that is based on Educational Excellence Themes.</li> <li>• Presentation of a description of the mechanisms, tools, and methodologies used by the faculty member to promote innovation, creativity, and the integration of research-informed practices, digitally enriched and entrepreneurial education Description of evaluation/assessment methods (summative/ formative) supported by samples of the evaluation instruments (tests, quizzes, and midterm exams).</li> </ul>	<p>The Course Portfolio satisfactorily provides all of the below evidences:</p> <ul style="list-style-type: none"> <li>• Presentation of a representative sample of students' achievements directly attributable to the candidate's teaching effectiveness that is based on Educational Excellence Themes.</li> <li>• Presentation of a description of the mechanisms, tools, and methodologies used by the faculty member to promote innovation, creativity and the integration of research-informed practices, digital enrich and entrepreneurial education.</li> <li>• Description of evaluation/assessment methods (summative/ formative) supported by samples of the evaluation instruments (tests, quizzes, and midterm exams).</li> </ul>	<p>The Course Portfolio moderately provides all of the below pieces of evidence:</p> <ul style="list-style-type: none"> <li>• Presentation of a representative sample of students' achievements directly attributable to the candidate's teaching effectiveness that is based on Educational Excellence Themes.</li> <li>• Presentation of a description of the mechanisms, tools, and methodologies used by the faculty member to promote innovation, creativity and the integration of research-informed practices, digital enrich and entrepreneurial education.</li> <li>• Description of evaluation/assessment methods (summative/ formative) supported by samples of the evaluation instruments (tests, quizzes, and midterm exams).</li> </ul>	3 2 1
<b>C. Reflection Paper</b>	<p>The candidate reflects on his/her own work referring to the course objectives and learning outcomes at two levels:</p> <ul style="list-style-type: none"> <li>• <b>Practice</b> (day-to-day teaching, covering key issues such as student-centred approach strategies for improving learning, teaching and assessment, curriculum design, relationships, communication, and inclusion); and</li> <li>(1) <b>Theory</b> (evidence-informed understanding of how learning theories can effectively inform teaching practices, offering ways to develop a deeper understanding of teaching in Higher Education).</li> </ul>	<p>The candidate reflects on his/her own work referring to the course objectives and learning outcomes at either</p> <ol style="list-style-type: none"> <li>(1) <b>Practice</b> (day-to-day teaching, covering key issues such as student-centred approach strategies for improving learning, teaching and assessment, curriculum design, relationships, communication, and inclusion); OR</li> <li>(2) <b>Theory</b> (evidence-informed understanding of how learning theories can effectively inform teaching practices, offering ways to develop a deeper understanding of teaching in Higher Education).</li> </ol>	<p>The candidate reflects on his/her own work referring only to the course objectives and learning outcomes.</p>	3 2 1
<b>D. Classroom Observation</b>	<p>Classroom observation proves in exemplary ways a dynamic learning environment that includes all of the below: (a) Active teacher- student interaction, (b) lively student- student collaboration, and (c) classroom assessment techniques for students' learning (i.e. teacher- student feedback).</p>	<p>Classroom observation proves in satisfactorily an active learning environment that includes most of the below: (a) Active teacher- student interaction, (b) lively student- student collaboration, and (C) classroom assessment techniques for students' learning (i.e. teacher- student feedback)</p>	<p>Classroom observation shows a traditional learning environment that includes few of the below: (a) Active teacher- student interaction, (b) lively student- student collaboration, and (c) classroom assessment techniques for students' learning (i.e. teacher- student feedback).</p>	3 2 1
Final Score:				