



ORU TEACHING EXCELLENCE FRAMEWORK RUBRIC

CLASSROOM CLIMATE

Classroom climate refers to the intellectual, social, emotional, spiritual, and physical environment in which students learn. It is the responsibility of the faculty member to intentionally create a safe space to foster a community of spirit-empowered diverse learners.

FACULTY PERFORMANCE LEVEL	OVERALL %'s OF COURSE(S)*	UNDERGRADUATE [Avg. of 8 courses /year]	GRADUATE [Avg. of 6 courses/year]
Emerging	20% - 39%	1-2	1
Developing	40% - 59%	3-4	2-3
Proficient	60% - 79%	5-6	4
Advanced	80% - 100%	7-8	5-6

*Courses refer to the number of sections or number of courses

EVIDENCE	ADVANCED	PROFICIENT	DEVELOPING	EMERGING
BUILDING CLASSROOM COMMUNITY <ul style="list-style-type: none"> Techniques and institutionalization 	<p>The faculty member employs strategies to build learner self-direction and ownership of learning.</p> <p>The faculty member provides opportunities for students to participate in decision-making, problem solving, exploration, and invention.</p>	<p>The faculty member institutes teaching practices that fosters and creates a challenging community, and promotes positive peer relationships.</p> <p>The faculty member actively engages students in managing the learning environment and making full use of instructional time.</p>	<p>The faculty member articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work.</p>	<p>The faculty member sets expectations for the learning environment that are aligned to the University policies and communicates expectations clearly to students.</p>
COURSE AND CLASSROOM MANAGEMENT	<p>The faculty member provides thorough information about course management and logistics in the syllabus, and effectively manages course and classroom logistics.</p> <p>Cont'd...</p>	<p>The faculty member provides information about course management and logistics in the syllabus, and effectively manages course and classroom logistics most of the time.</p> <p>Cont'd...</p>	<p>The faculty member provides thorough information about course management and logistics in the syllabus, and effectively manages course and classroom logistics.</p> <p>Cont'd...</p>	<p>The faculty member provides some information about course management and logistics in the syllabus, but has challenges managing course and classroom logistics consistently.</p> <p>Cont'd...</p>



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	The faculty member clearly communicates expectations consistently throughout the semester in 80 to 100% of his/her courses.	The faculty member communicates expectations throughout the semester in 60 to 79% of his/her courses.	The faculty member clearly communicates expectations consistently throughout the semester in 40 to 59% of his/her courses.	The faculty member communicates expectations at the beginning of the semester only, or the explanations communicated conflicts with information in the syllabus semester.
STUDENT ACCESS	<p>The faculty member provides all students access to class materials (notes, readings, assignments, quizzes, etc.), and adheres to guidelines for students with disabilities.</p> <p>The faculty member provides additional support for English Language Learners (ELLs) and provides an overview for students early in the semester in 80 to 100% of his/her courses.</p>	<p>The faculty member provides all students access to class materials (notes, readings, assignments, quizzes, etc.), and adheres to guidelines for students with disabilities.</p> <p>The faculty member provides additional support for English Language Learners (ELLs) and provides an overview for students early in the semester in 60 to 79% of his/her courses.</p>	<p>The faculty member provides all students access to class materials (notes, readings, assignments, quizzes, etc.), and adheres to guidelines for students with disabilities.</p> <p>The faculty member provides an overview for students early in the semester in 40 to 59% of his/her courses.</p>	<p>The faculty member provides all students access to course materials (notes, readings, assignments, quizzes, etc.), and adheres to guidelines for students with disabilities in 20 to 39% of his/her courses.</p>
COMMUNICATION	<p>The faculty member uses D2L, email, and other communication tools to facilitate student learning.</p> <p>Student's grades are updated weekly on D2L, throughout the semester.</p> <p>The faculty member is available to assist students in and outside of class (i.e. office hours, etc.).</p>	<p>The faculty member uses D2L, email, and other communication tools to facilitate student learning.</p> <p>Students' work is graded and updated weekly in D2L.</p> <p>The faculty member is available to assist students in and outside of class (i.e. office hours, etc.).</p>	<p>The faculty member uses D2L, email, and other communication tools to facilitate student learning.</p> <p>Students' work is graded and updated weekly in D2L.</p> <p>The faculty member is available to assist students in and outside of class (i.e. office hours, etc.).</p>	<p>The faculty member uses D2L, email, and other communication tools to facilitate student learning.</p> <p>Students' work is graded, but not updated in D2L.</p> <p>The faculty member is available to assist students in and outside of class (i.e. office hours, etc.).</p>




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	<p>The faculty member identifies at-risk students and consults with them.</p> <p>The faculty member provides assignment feedback that results in improved student performance on future assignments.</p>	<p>The faculty member identifies at-risk students and consults with them.</p>		
<p>ENGAGEMENT/ PARTICIPATION</p> <ul style="list-style-type: none"> • Frequency of opportunities for participation • Expectation of participation beyond the classroom setting 	<p>The faculty member affords students opportunities to celebrate and showcase their learning through interactions with members of the learning community within an outside the classroom.</p>	<p>The faculty member identifies opportunities for students to interact with peers locally and globally through responsible use of interactive technologies.</p>	<p>The faculty member utilizes teaching strategies that promotes curiosity, critical thinking, intrinsic motivation, and rigorous discussions to engage all students throughout the semester.</p>	<p>The faculty member utilizes teaching strategies that promotes curiosity, critical thinking, intrinsic motivation, and participation from most students throughout the semester.</p>
<p>CLASSROOM INTERACTIONS</p>	<p>The faculty member communicates verbally and nonverbally in ways that demonstrate respect for and sensitivity to the cultural backgrounds and differing perspectives students bring to the learning environment.</p> <p>The faculty member acts to mitigate implicit bias and/or incivility of class interactions. The faculty member has individual consultation with student(s) to address the challenges with mutual respect.</p>	<p>The faculty member communicates verbally and nonverbally in ways that demonstrate respect for and sensitivity to the cultural backgrounds and differing perspectives students bring to the learning environment.</p> <p>The faculty member implements action steps to mitigate implicit bias and or incivility that emerges during class interactions, and brings this awareness to the attention of the students.</p>	<p>The faculty member communicates verbally and nonverbally in ways that demonstrate respect for and sensitivity to the cultural backgrounds and differing perspectives students bring to the learning environment.</p> <p>The faculty member is aware of the need to mitigate implicit bias and/or incivility that disrupts class interactions and seeks resources that he/she can implement.</p>	<p>The faculty member communicates verbally and nonverbally in ways that demonstrate respect for and sensitivity to the cultural backgrounds and differing perspectives students bring to the learning environment.</p> <p>The faculty member is learning to recognize implicit bias and/or incivility that affects class interactions.</p>



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 <p>HOLY SPIRIT EMPOWERED TEACHING & LEARNING</p>	<p>The faculty member actively fosters a classroom community that holds students accountable to reflect the Fruit of the Spirit and models the same. He/she links values and practices to a biblical worldview in 80 to 100% of his/her courses.</p>	<p>The faculty member actively fosters a classroom community that holds students accountable to reflect the Fruit of the Spirit and models the same. He/she links values and practices to a biblical worldview in 60 to 79% of his/her courses.</p>	<p>The faculty member actively fosters a classroom community that holds students accountable to reflect the Fruit of the Spirit and models the same. He/she links values and practices to a biblical worldview in 40 to 59% of his/her courses.</p>	<p>The faculty member actively fosters a classroom community that holds students accountable to reflect the Fruit of the Spirit and models the same. He/she links values and practices to a biblical worldview in 20 to 39% of his/her courses.</p>
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