



ORU TEACHING EXCELLENCE FRAMEWORK RUBRIC

INSTRUCTIONAL STRATEGIES																								
<p>Varied instructional strategies increase student engagement, critical thinking, and connections to learning objectives, and student success for all learners.</p>																								
<table border="1"> <thead> <tr> <th>FACULTY PERFORMANCE LEVEL</th> <th>OVERALL %'s OF COURSE(S)*</th> <th>UNDERGRADUATE [Avg. of 8 courses/year]</th> <th>GRADUATE [Avg. of 6 courses/year]</th> </tr> </thead> <tbody> <tr> <td>Emerging</td> <td>20% - 39%</td> <td>1-2</td> <td>1</td> </tr> <tr> <td>Developing</td> <td>40% - 59%</td> <td>3-4</td> <td>2-3</td> </tr> <tr> <td>Proficient</td> <td>60% - 79%</td> <td>5-6</td> <td>4</td> </tr> <tr> <td>Advanced</td> <td>80% - 100%</td> <td>7-8</td> <td>5-6</td> </tr> </tbody> </table> <p><i>*Courses refer to the number of sections or number of courses</i></p>					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
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EVIDENCE	ADVANCED	PROFICIENT	DEVELOPING	EMERGING																				
VARIETY	The faculty member incorporates two to three updated instructional strategies aligned to learning objectives in 80 to 100% of his/her courses to increase student engagement, critical thinking, and understanding.	The faculty member incorporates two to three updated instructional strategies aligned to learning objectives in 60 to 79% of his/her courses to increase student engagement, critical thinking, and understanding.	The faculty member incorporates two to three updated instructional strategies aligned to learning objectives in 40 to 59% of his/her courses to increase student engagement, critical thinking, and understanding.	The faculty member incorporates two to three updated instructional strategies aligned to learning objectives in 20 to 39% of his/her courses to increase student engagement, critical thinking, and understanding.																				
BEST PRACTICES • Name the visual & technology tools that are current. Describes how he/she used in course(s).	The faculty member researches and uses the updated visual presentations, technological tools and resources to improve 80 to 100% of his/her courses.	The faculty member researches and uses the updated visual presentations, technological tools and resources to improve 60 to 79% of his/her courses.	The faculty member researches and uses the updated visual presentations, technological tools and resources to improve 40 to 59% of his/her courses.	The faculty member researches and uses the updated visual presentations, technological tools and resources to improve 20 to 39% of his/her courses.																				
ENGAGEMENT	The faculty member creates a plan to assess and document the level(s) of student engagement and/or interaction with content and peers due to the implementation of two/three of the new instructional strategies in 80 to 100% of his/her courses.	The faculty member creates a plan to assess and document the level(s) of student engagement and/or interaction with content and peers due to the implementation of two/three of the new instructional strategies in 60 to 79% of his/her courses.	The faculty member creates a plan to assess and document the level(s) of student engagement and/or interaction with content and peers due to the implementation of two/three of the new instructional strategies in 40 to 59% of his/her courses.	The faculty member creates a plan to assess and document the level(s) of student engagement and/or interaction with content and peers due to the implementation of two/three of the new instructional strategies in 20 to 39% of his/her courses.																				




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<p>TECHNOLOGY</p>	<p>The faculty member implements all five of the following strategies.</p> <ol style="list-style-type: none"> 1. Creates opportunities for students to become proficient in using relevant digital media and technological tools in their courses. 2. The faculty member researches and equips his/her students with strategies to access and critically evaluate the quality and relevance of digital academic content to their courses. 3. The faculty member encourages the use of social networks as resources to help students identify digital content and technology tools to enhance learning. 4. The faculty member provides experiences that allow students to demonstrate their abilities to create or adapt a technology tool related to their course and demonstrate its use to their learning community. 5. The faculty member implements instructional strategies that support students in applying ethical principles and demonstrating spiritual discernment in the use of technology. 	<p>The faculty member implements at least four of the five strategies.</p>	<p>The faculty member implements at least three of the five strategies.</p>	<p>The faculty member implements at least two of the five strategies.</p>
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 <p>HOLY SPIRIT EMPOWERED TEACHING & LEARNING</p>	<p>Instruction includes multiple creative strategies addressing multiple aspects of a biblical worldview, implicit and explicit in 80 to 100% of his/her courses.</p>	<p>Instruction includes more than one strategy addressing aspects of a biblical worldview, implicit and explicit in 60 to 79% of his/her courses.</p>	<p>Instruction addresses aspects of a biblical worldview in 40 to 59% of his/her courses.</p>	<p>Instruction addresses aspects of a biblical worldview in 20 to 39% of his/her courses.</p>
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