

RUBRIK TEACHING UNTUK ELPT

Components		Deficient (0)	Developing (1)	Proficient (2)	Accomplished (3)	Distinguished (4)
A1.	Goals of student learning	No or low expectations of students' learning	Holds some expectations of students' learning	Communicates and encourages high expectations of students' learning	Encourages and values high expectations of students' learning	Inspires and supports high expectations of students' learning
A2.	Personal Philosophy	Does not indicate his or her own personal philosophy towards student learning	Vaguely indicate his/her own personal philosophy towards student learning	Clearly indicate his or her own personal philosophy towards student learning	Clearly indicate his or her own personal philosophy towards student learning with strategies for continuous improvement	Clearly indicate and evaluate his or her own personal philosophy towards student learning with effort for continuous improvement
A3.	Belief and practices of assessment and evaluation	No effort to constructively align assessment methods with the intended learning outcomes and the T&L activities	Show some understanding on the need to constructively align assessment methods with the intended learning outcomes and the T&L activities	Constructively align assessment methods with the intended learning outcomes and the T&L activities	Constructively align assessment methods, that include both formative and summative assessment, with the intended learning outcomes and the T&L activities	Constructively align assessment methods, that include both formative and summative assessment, with the intended learning outcomes and the T&L activities and provide the tools for self and peer assessment of learning

Components		Deficient (0)	Developing (1)	Proficient (2)	Accomplished (3)	Distinguished (4)
A4.	Self-reflection of teaching development over time and how this relates to future goals (with relevant evidence)	Provides no self-reflection of teaching development	Provides some self-reflection of teaching development but fail to relate it to CQI of teaching strategies	Clearly provides self-reflection of teaching development and relates some of it to CQI of teaching strategies	Clearly provides self-reflection of teaching development and relates it to CQI of teaching strategies	Clearly provides self-reflection of teaching development and relates it to CQI of teaching strategies, to the extent of adapting his or her own teaching philosophy
B2.	Quality of course assessment reports (CAR)	No or incomplete CAR submitted	Complete CAR with some analysis on the students' results and outcomes achievement which are not considered in the course reflection and CQI	Complete CAR with detailed analysis on the students' results and outcomes achievement which are considered in the course reflection but not translated into the CQI	Complete CAR with detailed analysis on the students' results and outcomes achievement which are considered in the course reflection but not well translated into the CQI	Complete CAR with detailed analysis on the students' results and outcomes achievement which are considered in the course reflection and well translated into the CQI
B3.	Quality of course files produced	Incomplete course file	Complete but lack sample of assessment evidence	Complete	Complete and aligned	Complete, aligned and exemplary
B5.	Implementation of non-conventional T&L strategies	No implementation of any non-conventional T&L strategy	Implement at least one non-conventional T&L strategy	Implement at least one non-conventional T&L strategies and able to guide other staff at program level	Implement at least one non-conventional T&L strategies and able to guide other staff in the faculty (sharing session)	Implement at least one non-conventional T&L strategies and able to guide other staff at faculty level (conduct workshop)

Components		Deficient (0)	Developing (1)	Proficient (2)	Accomplished (3)	Distinguished (4)
C1.	Average score in the improved version of e-PPP	Mean score is less than 3.00	Mean score is above 3:00 but less than 4.00	Mean score is equal to 4.00	Mean score is more than 4.00	Mean score is more than 4.3
C2.	Unsolicited/solicited feedback / testimony from students/alumni related to their learning	Mostly negative or no positive feedback on students' learning	Some positive and negative feedback on students' learning	Mostly positive with negligible negative feedback on students' learning	Mostly positive with negligible negative feedback with some impact on learning obtained from students	Mostly positive with negligible negative feedback with detail impact on learning obtained from students

Components		Deficient (0)	Developing (1)	Proficient (2)	Accomplished (3)	Distinguished (4)
B6.	Participation in T&L committees/groups at different levels	No participation in T&L as a committee	Participate in one T&L committee as a member (program level)	Participate in one T&L committee as a member (faculty level)	Participate in one or more T&L committee as a member and a leader (program level)	Participate in one or more T&L committee as a member and a leader (faculty level)
B7.	Involvement in supporting students' activities (non-curricular or extra-curricular)	No involvement in supporting students' activities	Involved in supporting students' activities at course level	Involved in supporting students' activities at program level	Involved in supporting students' activities at university level	Involved in supporting students' activities at national/ international level
B8.	Participation (whether as participant or presenter) in T&L programs (conferences, seminar, competition)	No participation in T&L programs	Participation in T&L programs (program/faculty level)	Participation in T&L programs (university level) -Seminar organized by faculty	Participation in T&L programs (national level)	Participation in T&L programs (international level)

Components		Deficient (0)	Developing (1)	Proficient (2)	Accomplished (3)	Distinguished (4)
B11.	Extent of T&L research	No related research	Conducted research for own classroom improvement with any form of documentation	Conducted research at own classroom with proper documentation	Conducted research at university level with proper documentation	Conducted research at national/ international level with proper documentation

Glossary:

- B3 Complete : Consist of L1, Teaching material, Assessment tasks, Marking schemes, Sample of marked assessments, Analysis
 Aligned : Aligned between lesson plan (in L1) and implementation (sample of assessment evidence)
 Exemplary : Verified by the faculty
- C2 Negative : Negative comments related to the lecturer's attitude towards teaching, preparation, assessment, and engagement / relationship with students. It does not relate to what the students dislike in general.
 Positive : Positive comments related to the lecturer's attitude towards teaching, preparation, assessment, and engagement / relationship with students. It does not relate to popularity or what the students like in general.
 Negligible : Feedback that is related to what the students preferred, teacher-centered approach and personal issues.
 Impact : Feedback that shows deep learning, life-long learning, motivation to learn and learning skills that the students gained from the lecturers.
- B6 T&L committees /groups : Committees or groups that are related to teaching and learning only
- B7 Students' activities : Activities include competitions, community projects, special projects, visits, study skills, academic advising, colloquium etc.
- B8 T&L programs : Programs that are related to teaching and learning only which include T&L conferences, workshops, competitions, forums etc.
- B11 Research : Teaching and learning related research only