

Criteria for Scoring Anonymized Teaching Statements from Senior Lecturer Candidates

Dept of MB&B, Yale Univ, Spring 2022

Experience: What experiences qualify you to be hired at the senior lecturer level to teach a laboratory course in biochemistry and biophysics? Do you have training or experience in biochemistry and possibly also in one of the physical sciences that would help you include biochemistry as well as biophysics in a lab course? Do you have a successful track record as an educator?

	2 Exceptional	1 Solid	0 Weak
Knowledge of biochemistry and/or biophysics	Considerable training in the fields of biochemistry and/or biophysics and articulates and understanding of these fields.	Some biochemistry and/or biophysics training and/or substantial evidence of understanding these fields.	No clear evidence of proficiency in biochemistry or biophysics.
Knowledge of pedagogy	Significant training in modern pedagogy and articulates an understanding of it.	Articulates an understanding of modern pedagogy	Little evidence of knowledge of modern pedagogy.
Teaching experience (lab)	Considerable teaching experience in laboratory courses	Some teaching of laboratory courses	No laboratory teaching experience
Teaching experience (lecture)	Considerable teaching experience in lecture-based courses	Some lecture-based teaching	No lecture-based teaching.

	3 Exceptional	2 Solid	1 Weak	0
Evidence of past teaching success	Demonstrates success of past teaching by citing evidence of specific learning gains and/or evaluation data from students.	Incorporates peer or supervisor comments (i.e. anecdotal evidence) of success and/or identifies specific teaching accomplishments that show solid evidence of success.	Evaluation data and/or teaching aspect are often stated too broadly or generally.	Provides no evidence of successful track record.

Vision for developing a new lab course at Yale: What is your vision for a research-based lab course that educates and engages students with a genuine research experience in the discipline of biochemistry/biophysics, yet at the same time is practical and scalable enough to serve the needs of a potentially large number of students? How will your teaching methods work well for the diverse first year students arriving at Yale with different levels of preparation in the sciences, expectations and needs? How will you engage and educate students by making best use of your personal characteristics and values in your teaching methods?

	3 (Exceptional)	2 (Solid)	1 (Weak)	0
Vision	Describes specific learning activities that address incorporating genuine research into lab course in a practical and scalable fashion.	More details of activities are needed, or the vision lacks aspects of genuine research or attention to practical issues.	Activities are stated too broadly or generally.	Does not specify any learning activities.
Varying student preparation	Connects learning activities to diverse student preparation, needs and expectations.	Connection is sometimes not well developed.	Connection is weak or vague.	Does not relate learning activities to diverse student needs.
Engaging students	Expresses a clear approach to engaging students based on past experience	Ideas for engaging students are less clear or more theoretical than based on actual experience.	Ideas for engaging students are vague and not based on actual experience.	Does not relate ideas for engaging students.

Adapted from:

Kearns et al. "A Scoring Rubric for Teaching Statements: A Tool for Inquiry into Graduate Student Writing about Teaching and Learning" *Journal on Excellence in College Teaching*, v21 n1 p73-96 2010