

(SI)² Learning Outcomes

Given the materials / knowledge from the Science Initiative Summer Institute and monthly workshops successful faculty / graduate student fellows will be able to:	Undeveloped (lacking / inaccurate / inappropriate)	Evolving (appropriate but partially-formed)	Developed (appropriate and adequate)	Highly Developed (precise and descriptive / nuanced / exemplary)
implement active learning exercises	No evidence of active learning implementation or misunderstanding of something inactive as being active.	Evidence of active learning implementation at a very minimal level (e.g. only Poll Everywhere questions 1X per lecture).	Evidence of active learning implementation.	Not only is there evidence of AL implementation but it is clear that AL is being used to give students ownership over the learning experience.
develop an <u>informed</u> written teaching philosophy	Only initial submission.	Philosophy redrafted but with only the most cursory evidence of LAMP training.	Philosophy redrafted with evidence of LAMP learning.	Philosophy redrafted with creative, insightful integration of most aspects of LAMP learning.
demonstrate enactment of that philosophy through design of instruction and/or instructional products	Instructional strategy does not reflect philosophy.	Some evidence of philosophy in instructional strategy but it is implicit and difficult to uncover.	Instructional strategy clearly reflects philosophy.	Not only does the strategy reflect philosophy but it integrates the philosophy in a nuanced and aligned way throughout the plan.
present clear (specific and measurable) student learning outcomes that communicate both conditions and standards	No clear outcomes.	Outcomes stated but they lack clarity (conditions and standards).	Clear outcomes with appropriate standards and conditions.	Not only are the outcomes clear but they are nuanced and consider context / are thoughtfully differentiated.
facilitate the realization of these outcomes with instruction and assessment that promote active student engagement and align with the outcomes	No alignment.	Effort made to align instruction and assessment with outcomes but actual alignment is only partially realized.	All instruction, assessments and outcomes are aligned.	All instruction, assessments and outcomes are thoughtfully, descriptively, creatively aligned.
perform formative assessment of student learning by obtaining data and using it to further improve instruction (<i>Ratings of student satisfaction are valuable but must also be accompanied by data that relate demonstrable student learning.</i>)	No formative assessment.	Formative assessment done but it's not clear that it is used to improve instruction.	Formative assessment is clear and is used to improve instruction.	Formative assessment is not only used to improve instruction it is used holistically to improve the student experience in all ways.
share their process of introspection, instructional design and student learning assessment (facilitated by [SI] ²) with other practitioners outside of the Science Initiative.	No outside engagement.	Outside engagement is done but it is informal and it is difficult to determine impact / audience.	Fellow shares with others outside of [SI] ² in a meaningful / formal way.	Shares in many environments with diverse audiences.