

Reflective Teaching Seminar Rubric

Criteria	Exceeds → Meets All Expectations	Meets Most Expectations	Does Not Meet Most → Any Expectations	Comments
<p><u>Seminar:</u></p> <p>The seminar team is expected to design a seminar rooted in Mortimer Adler's concept of a seminar based on the given semester topic.</p> <p>Team Accountability</p>	<p>Does the seminar successfully use and further develop ideas / strategies /facts contained in advance material supplied by course instructors –</p> <ul style="list-style-type: none"> • Readings on Socratic Seminar • Core Reading(s) on seminar topic 	<p>Does the seminar explicitly use/implement ideas/strategies/facts contained in advance material supplied by course instructors –</p> <ul style="list-style-type: none"> • Readings on Socratic Seminar • Core Reading(s) on seminar topic 	<p>Does the seminar unsuccessfully use/implement ideas / strategies / facts contained in advance material supplied by course instructors –</p> <ul style="list-style-type: none"> • Readings on Socratic Seminar • Core Reading(s) on seminar topic 	<p>This portion of the rubric does not have a specific value. Rather, these critical questions will be used to examine the “whole” of the seminar. Points may be added or subtracted based on the overall design, implementation, and evaluation of the seminar.</p>
	See comment	See comment	See comment	
<p><u>Research:</u> 15 points</p> <p>Seminar Team constructs and submits an Annotated Bibliography. The Annotated should consist of at least 6 “authoritative” entries from each Team member. It must include entries for the core reading, at least 4 relevant research studies, and sources representing opposing perspectives.</p> <p>An Annotated Bibliography with at least 6 annotated entries from each team member – MUST BE submitted by the team no later than the day of the seminar. The Annotated Bibliography must include contributions – at least 6 -- from each team member. Be sure to indicate who contributed what on the Annotated Bibliography.</p> <p>[Individual Accountability]</p>	<p>“Individually” each seminar leader has submitted – prior to the seminar -- and earned at least 13.5 points on the following:</p> <ol style="list-style-type: none"> 1. Reading and Research Assignments #1 (worth up to 3 points) 2. Reading Assignment #2 (worth up to 3 points) 3. Reading Assignment #3 (worth up to 3 points) 4. Contributed at least six (6) entries to the Annotated Bibliography (worth up to 6 points) 	<p>“Individually” each seminar leader has submitted – prior to the seminar -- and earned at least 12 points on the following:</p> <ol style="list-style-type: none"> 1. Reading and Research Assignments #1 (worth up to 3 points) 2. Reading Assignment #2 (worth up to 3 points) 3. Reading Assignment #3 (worth up to 3 points) 4. Contributed at least six (6) entries to the Annotated Bibliography (worth up to 6 points) 	<p>“Individually” each seminar leader has submitted – prior to the seminar - - and earned at least 10.5 points on the following:</p> <ol style="list-style-type: none"> 1. Reading and Research Assignments #1 (worth up to 3 points) 2. Reading Assignment #2 (worth up to 3 points) 3. Reading Assignment #3 (worth up to 3 points) 4. Contributed at least six (6) entries to the Annotated Bibliography (worth up to 6 points) 	
	15 – 13.5 (Research: Individual)	13.4 - 12 (Research: Individual)	11.9 – 10.5 (Research: Individual)	
<p><u>Goals/Questions/Planning:</u> 15 points</p> <p>The seminar team is expected to (1) construct clearly articulated seminar goals that drive the seminar and whose achievement can be evaluated quantitatively; (2) develop probing, thoughtful questions to focus and stimulate seminar discussion; (3) schedule a seminar trial run not later than the Wednesday prior to the seminar, and (4) submit a seminar plan during the trial run.</p> <p>[Team Accountability]</p>	<p>Seminar team has submitted – prior to the seminar -- and earned at least 13.5 points on the following:</p> <ol style="list-style-type: none"> 1. Goals Matrix (worth up to 5 points) 2. Probing/Thoughtful questions to stimulate dialogue during the seminar (worth up to 5 points) 3. Presented a seminar plan during a scheduled seminar trial run 	<p>Seminar team has submitted – prior to the seminar -- and earned at least 12 points on the following:</p> <ol style="list-style-type: none"> 1. Goals Matrix (worth up to 5 points) 2. Probing/Thoughtful questions to stimulate dialogue during the seminar (worth up to 5 points) 3. Presented a seminar plan during a scheduled seminar trial run 	<p>Seminar team has submitted – prior to the seminar -- and earned at least 10.5 points on the following:</p> <ol style="list-style-type: none"> 1. Goals Matrix (worth up to 5 points) 2. Probing/Thoughtful questions to stimulate dialogue during the seminar (worth up to 5 points) 3. Presented a seminar plan during a scheduled seminar trial run 	
	15 – 13.5 (Seminar Preparation: Team)	13.4 - 12 (Seminar Preparation: Team)	11.9 – 10.5 (Seminar Preparation: Team)	

Criteria	Exceeds → Meets All Expectations	Meets Most Expectations	Does Not Meet Most → Any Expectations	Comments
<p><u>Seminar Implementation: 15 points</u></p> <p>The seminar team is expected to implement a seminar in a welcoming environment that engages participants in at least 40 minutes of focused and thoughtful dialogue, provides at least 10 minutes after the seminar for seminar evaluation, and maintains an appropriate pace during a conceptually coherent seminar.</p> <p>Substantial knowledge and understanding of the critical issues embedded in the seminar topic MUST BE DEMONSTRATED by each team member during the seminar.</p> <p><u>N.B. Pre-Post- Assessments :</u></p> <p>The seminar team is expected to implement a pre-assessment and a post-assessment for the seminar that informs the seminar team of both relevant prior knowledge / attitudes of seminar participants AND value added by the seminar.</p> <p><u>N.B. Each member of the seminar team is expected to use pre- and post-assessment data as well as participant participation data to justify the degree to which the seminar achieved its goals.*</u></p> <p>[Team Accountability]</p>	<p>Seminar Team implements a seminar that earns at least 13.5 points from the following components:</p> <ol style="list-style-type: none"> 1. Environment: The seminar team creates a welcoming environment (with snacks and well-arranged furniture, handouts, name tags, etc.) for the seminar (worth up to 3 points) 2. Timing/Pacing: The seminar team maintains a good balance of time...with about 15-20 minutes of presentation time and 40 plus minutes of seminar discussion, and at least 10 minutes for seminar evaluation. (worth up to 4 points) 3. Participation + Rubric: Seminar team provides a participation rubric and monitors dialogue/participation during the seminar. (Worth up to 4 points) 4. Conceptual Coherence: During the seminar, the individual seminar leader reflects a coherent understanding of all seminar research. The individual does this by (a) using relevant terminology with confidence; (b) offering expanded knowledge and perspective of the issue(s) – well beyond that scripted/presented -- especially when responding to questions; (c) offers stories or examples to further clarify points in the discussion; and (d) asks thoughtful, relevant questions that guide participants to a more critical examination of the topic. (Worth up to 4 points) 	<p>Seminar Team implements a seminar that earns at least 12 points from the following components:</p> <ol style="list-style-type: none"> 1. Environment: The seminar team creates a welcoming environment (with snacks and well-arranged furniture, handouts, name tags, etc.) for the seminar (worth up to 3 points) 2. Timing/Pacing: The seminar team maintains a good balance of time...with about 15-20 minutes of presentation time and 40 plus minutes of seminar discussion, and at least 10 minutes for seminar evaluation. (worth up to 4 points) 3. Participation + Rubric: Seminar team provides a participation rubric and monitors dialogue/participation during the seminar. (Worth up to 4 points) 4. Conceptual Coherence: During the seminar, the individual seminar leader reflects a coherent understanding of all seminar research. The individual does this by (a) using relevant terminology with confidence; (b) offering expanded knowledge and perspective of the issue(s) – well beyond that scripted/presented -- especially when responding to questions; (c) offers stories or examples to further clarify points in the discussion; and (d) asks thoughtful, relevant questions that guide participants to a more critical examination of the topic. (Worth up to 4 points) 	<p>Seminar Team implements a seminar that earns at least 10.5 points from the following components:</p> <ol style="list-style-type: none"> 1. Environment: The seminar team creates a welcoming environment (with snacks and well-arranged furniture, handouts, name tags, etc.) for the seminar (worth up to 3 points) 2. Timing/Pacing: The seminar team maintains a good balance of time...with about 15-20 minutes of presentation time and 40 plus minutes of seminar discussion, and at least 10 minutes for seminar evaluation. (worth up to 4 points) 3. Participation + Rubric: Seminar team provides a participation rubric and monitors dialogue/participation during the seminar. (Worth up to 4 points) 4. Conceptual Coherence: During the seminar, the individual seminar leader reflects a coherent understanding of all seminar research. The individual does this by (a) using relevant terminology with confidence; (b) offering expanded knowledge and perspective of the issue(s) – well beyond that scripted/presented -- especially when responding to questions; (c) offers stories or examples to further clarify points in the discussion; and (d) asks thoughtful, relevant questions that guide participants to a more critical examination of the topic. (Worth up to 4 points) 	
	15 – 13.5 (Seminar Implementation: Team)	13.4 - 12 (Seminar Implementation: Team)	11.9 – 10.5 (Seminar Implementation: Team)	

Criteria	Exceeds → Meets All Expectations	Meets Most Expectations	Does Not Meet Most → Any Expectations	Comments
<p><u>Seminar Data and Seminar Evaluation:</u> 10 points each for a Total of 20 possible points</p> <p>WHOLE TEAM RESPONSIBILITY: Each seminar team is expected to submit (1) pre-assessment data; (2) post-assessment data; (3) Seminar Participant Participation data; (4) Seminar Participant Participation Scores; (5) Annotated Bibliography; and 6) DIGITAL copy of PowerPoint – in an organized format that includes a Table of Contents.</p> <p>INDIVIDUAL TEAM MEMBER RESPONSIBILITY (5 points): Seminar Evaluation: Each team member is expected to submit (A) the Self/Team assessment form; and (B) a thoughtful evaluation of the implemented seminar in a reflective essay that addresses three specific criteria: (a) the degree to which the seminar achieved/did not achieve its goals based on contribution data collected and analyzed; (b) strengths and weaknesses of the completed seminar; and (c) changes that would improve the seminar if it were to be offered again.</p> <p>N.B. Pre-Post- Assessments :</p> <p>The seminar team is expected to implement a pre-assessment and a post-assessment for the seminar that informs the seminar team of both relevant prior knowledge / attitudes of seminar participants AND value added by the seminar.</p>	<p>Seminar team submits analysis – within one week of the completed seminar – and earns at least 9 points on the following:</p> <ol style="list-style-type: none"> 1. Pre-and post-assessment data organized and evaluated against goal achievement 2. Seminar Participant Participation data organized, evaluated, 3. Seminar Participant Participation Scores based on Seminar Participant Participation data analysis – within one week of completed seminar. A Table of Contents is provided. <p>Individual seminar team member has submitted and earned at least 9 points on the following:</p> <ol style="list-style-type: none"> 1. Self /Team Assessment Form, including evaluation and comments on all members of the seminar team, including self. 2. A well-written thoughtful evaluation of the completed seminar that addresses: a) the degree to which the seminar achieved /did not achieve its goals based on data collected and analyzed and submitted; b) strengths and weaknesses of the completed seminar; and c) changes that would improve the seminar if offered again. 	<p>Seminar team submits analysis – within one week of the completed seminar – and earns at least 9 points on the following:</p> <ol style="list-style-type: none"> 1. Pre-and post-assessment data organized and evaluated against goal achievement 2. Seminar Participant Participation data organized, evaluated, 3. Seminar Participant Participation Scores based on Seminar Participant Participation data analysis – within one week of completed seminar. A Table of Contents is provided. <p>Individual seminar team member has submitted and earned at least 9 points on the following:</p> <ol style="list-style-type: none"> 1. Self /Team Assessment Form, including evaluation and comments on all members of the seminar team, including self. <p>A well-written thoughtful evaluation of the completed seminar that addresses: a) the degree to which the seminar achieved /did not achieve its goals based on data collected and analyzed and submitted; b) strengths and weaknesses of the completed seminar; and c) changes that would improve the seminar if offered again.</p>	<p>Seminar team submits analysis – within one week of the completed seminar – and earns at least 9 points on the following:</p> <ol style="list-style-type: none"> 1. Pre-and post-assessment data organized and evaluated against goal achievement 2. Seminar Participant Participation data organized, evaluated, 3. Seminar Participant Participation Scores based on Seminar Participant Participation data analysis – within one week of completed seminar. A Table of Contents is provided. <p>Individual seminar team member has submitted and earned at least 9 points on the following:</p> <ol style="list-style-type: none"> 1. Self /Team Assessment Form, including evaluation and comments on all members of the seminar team, including self. <p>A well-written thoughtful evaluation of the completed seminar that addresses: a) the degree to which the seminar achieved /did not achieve its goals based on data collected and analyzed and submitted; b) strengths and weaknesses of the completed seminar; and c) changes that would improve the seminar if offered again.</p>	<p>No later than one week following the seminar, the following MUST be submitted:</p> <ol style="list-style-type: none"> 1. Self/Team Assessment Form - Individual 2. Reflective Evaluation Essay - Individual 3. Pre-Assessment Data - Team 4. Post-Assessment Data - Team 5. Seminar Participant Participation Data - Team 6. Seminar Participant Participation Scores - Team
<p>N.B. Each member of the seminar team is expected to use pre- and post-assessment data as well as participant participation data to justify the degree to which the seminar achieved its goals.*</p> <p>[Team Accountability]</p> <p>[Team/Individual Accountability]</p>	10-9 (Seminar Data / Analysis: Team)	8.9 - 8.0 (Seminar Data / Analysis: Team)	7.9 – 7.0 (Seminar Data / Analysis:Team)	
	10-9 (Seminar Evaluation: Individual)	8.9-7.0 (Seminar Evaluation: Individual)	7.0-0 (Seminar Evaluation: Individual)	
	5-4 (Oral Proficiency)	5-4 (Oral Proficiency)	5-4 (Oral Proficiency)	
	5-4 (Seminar Contribution)	5-4 (Seminar Contribution)	5-4 (Seminar Contribution)	

Criteria	Exceeds → Meets All Expectations	Meets Most Expectations	Does Not Meet Most → Any Expectations	Comments
<p><i>Advance Material</i></p> <p>[Optional – Up to 3 additional points]</p>	<p>Seminar leaders provide advanced material to the students. Material is directly related to the goals/objectives of the seminar. The material requires a reasonable amount of pre-seminar preparation time (1- 2 hours). The team has provided clear instructions and legitimate support/scaffolding for effective use / benefit of the materials. [For example, if the team wants participants to read an article in advance, then the team provides guiding questions or even a Blackboard quiz to guide reading.]</p>	<p>Seminar leaders provide advanced material to the students. Material provided suffers from one of the following problems: (1) the material is interesting and indirectly relevant to the seminar goals but has no direct bearing on the goals / objectives of the seminar. (2) The material requires an unreasonable amount of pre-seminar preparation time (more than 2 hours). (3) The team fails to provide clear instructions and/or legitimate support/scaffolding for effective use / benefit of the materials.</p>	<p>Seminar leaders provide advanced material to the students. Material provided suffers from two or more of the following problems: (1) the material is interesting and indirectly relevant to the seminar goals but has no direct bearing on the goals / objectives of the seminar. (2) The material requires an unreasonable amount of pre-seminar preparation time (more than 2 hours). (3) The team fails to provide clear instructions and/or legitimate support/scaffolding for effective use / benefit of the materials.</p>	
	3	2	1 - 0	

Criteria	Exceeds → Meets All Expectations	Meets Most Expectations	Does Not Meet Most → Any Expectations	Comments
<p><i>Seminar Portfolio</i></p> <p>[Optional – Up to 3 additional points]</p>	<p>Once the Seminar has been implemented, the course instructor(s) will evaluate the seminar based on the Seminar Rubric. Students will receive a copy of the seminar rubric with feedback (comments) and points awarded in each criteria category -- not later than one week following the seminar. After examining the feedback and points, Seminar Team members (either collectively or individually) may request a reconsideration of the points by submitting a Seminar Portfolio. The Seminar Portfolio is a collection of material used in planning, implementing, and evaluating the seminar. It contains information collected and developed by the team and/or by an individual team member. Thus, it serves as evidence of the planning and preparation that went into the development and implementation of a Socratic-style seminar that met the established criteria.</p> <p>Seminar portfolios may be submitted by the entire team or by individuals. They must be submitted no later than the final class meeting. Portfolios may be submitted in paper or digital formats. The submission of a Seminar Portfolio does not guarantee a change in points. Rather, it is a formal process asking the course instructors to re-evaluate the seminar in light of new evidence. Based on new evidence, the course instructor(s) may award additional points in any one of the established seminar criteria up to a maximum of 4 additional points.</p> <p>Seminar Portfolios submitted must include a table of contents that provides navigation to the following required items:</p> <ol style="list-style-type: none"> 1. Seminar Planning Sheet 2. Seminar Goals/Objectives with Team Roles/Responsibilities identified 3. Copy of all Advanced Material (if applicable) 4. Pre-assessment (must include both the form used to collect data and the forms/data collected during the seminar) 5. Environment (must include diagram of seminar setup) 6. Seminar Materials (must include copies of PowerPoint, handouts, etc.) 7. Seminar Schedule (must include start-stop times for each segment of the seminar) 8. Seminar Strategy (must provide the plan and instruments (handouts, forms, instructions, rubric) for promoting, guiding, and collecting evidence of discussion among participants) 9. Seminar Research (must include) an annotated bibliography of materials read and/or used for planning and implementing the seminar; b) an outline, organized notes, or PowerPoint script that provides evidence that the team (or team member) selected and synthesized substantive, legitimate research to not only establish the basis for the seminar but also to guide the discussion) 10. A list of the questions and/or prompts that promoted and guided discussion in both large and small groups. <p>Also, for individual team members who submit Seminar Portfolios:</p> <p>Copies of the two REQUIRED seminar evaluation documents are required in a portfolio submitted by an individual seminar team member. HOWEVER, in cases where a Seminar Team collectively submits a portfolio, then copies these materials should NOT be included in the Seminar Portfolio. The additional information required includes the following:</p> <ol style="list-style-type: none"> 1. Self and Team-member Assessment: Using Team assessment form (See Self/Team assessment form), each member of the seminar team is required to evaluate self and all team members. 2. Seminar Evaluation and Reflection: Each team member must submit a reflection paper that includes discussion of <ol style="list-style-type: none"> a. the degree to which the seminar achieved/did not achieve its goals based on data collected during the seminar; b. strengths and weaknesses of the completed seminar; and c. changes that would improve the seminar if it were to be offered again. <p>For this second part of the self-evaluation, each team member must write at least one and no more than three word-processed pages It should be in a narrative format (i.e., essay).</p>			

Students not satisfied with seminar grade can earn up to 3 additional course points by submitting a Seminar Portfolio. For more information, go to http://dante.udallas.edu/edu3148/Forms/seminar_portfolio.htm