Formal Teaching Evaluation Guide & Rubric

Formal teaching evaluation is required in years 1, 3 and 5 for all new faculty in any teaching rank (tenure-track, instructor, professor of practice). A copy of the evaluation should be included with the Faculty Annual Review submission in the fall of years 2, 4 and 6, and with any application to promotion for full professor. See the Faculty Annual Review Guide for more information.

# Pre-Observation

* Instructor invites evaluator to on campus course section (specific day/time), synchronous online course section (specific day/time), or online course (asynchronous) of their choice.
* Evaluator and instructor must meet prior to the evaluation to discuss class format and any context or information relevant to understanding the lesson or module, course, students, teaching style, etc.
* If the formal teaching evaluation is conducted with an online course, evaluation of teaching may be limited to one module of the instructor’s choice.
* Evaluator reviews D2L site for the course to view any required and supplemental resources, communication, instructions, activities, format, etc. This review should occur regardless of course modality (on campus, online).
* Evaluator reviews feedback to students in D2L or other source for substance and timeliness.

# Observation

* Observable items are rated in such a way that achieving mastery in one level implies mastery of the previous level(s), as well.
* Any item not observed should be left blank unless it is an indication of substandard performance.
* Evaluator should make every effort not to disturb the routine of the course or interact with the students unless desired by the instructor.

# Post-Observation

* Evaluator and Instructor must meet for a debrief after the observation.
* Debrief should occur within two weeks of the observation.
* Evaluation document must be shared with the instructor at the debrief.

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| --- |
| Instructor: Click or tap here to enter text. |
| Date of Observation: Click or tap here to enter text. |
| Course Observed: Click or tap here to enter text. |
| Observer Name, Department: Click or tap here to enter text. |



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| **CLASS ORGANIZATION** |
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| --- | --- | --- | --- | --- |
|  | **Not Yet** | **Developing** | **Proficient** | **Advanced** |

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| **Instructional plan** | [ ]  There was some degree of planning ahead of time, which was evident based on **SOME** smooth transitions, organized materials, coherent progression, and pacing. | [ ]  There was some degree of planning ahead of time, which was evident based on **MOST** smooth transitions, organized materials, coherent progression, and pacing. | [ ]  Lesson was planned ahead of time, which was evident based on smooth transitions, organized materials, coherent progression, and pacing. | [ ]  Lesson was well planned, which was evident based on **ALL** seamless transitions, organized materials, coherent progression, and pacing. |
| **Comments** |  |
|  **LEARNING ENVIRONMENT** |
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| --- | --- | --- | --- | --- |
|  | **Not Yet** | **Developing** | **Proficient** | **Advanced** |

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| **Classroom climate** | [ ]  Practices **are lacking two or more** of the following:* relationships with the instructor (e.g., accessible demeanor)
* relationships with peers (e.g., opportunities for peer interaction)
* a growth mindset
* inclusivity
 | [ ]  **MOST** practices foster the following:* relationships with the instructor (e.g., accessible demeanor)
* relationships with peers (e.g., opportunities for peer interaction)
* a growth mindset
* inclusivity
 | [ ]  Uses practices that **CONSISTENTLY** foster the following:* relationships with the instructor (e.g., accessible demeanor)
* relationships with peers (e.g., opportunities for peer interaction)
* a growth mindset
* inclusivity
 | [ ]  Uses practices that **ALWAYS** foster the following:* relationships with the instructor (e.g., accessible demeanor)
* relationships with peers (e.g., opportunities for peer interaction)
* a growth mindset
* inclusivity
 |
| **Presentation**  | [ ] Presenting **lacks two or more** of the following:* easy to follow instructions
* clear speech
* effective nonverbal communication
* appropriate volume
* professional demeanor
 | [ ]  Presentingincludes **MOST** of the following:* easy to follow instructions
* clear speech
* effective nonverbal communication
* appropriate volume
* professional demeanor
* visuals that foster understanding
 | [ ]  Presenting **CONSISTENTLY** includes the following:* easy to follow instructions
* clear speech
* effective nonverbal communication
* appropriate volume
* professional demeanor
* visuals that foster understanding
 | [ ]  Presenting **ALWAYS** includes the following:* easy to follow instructions
* clear speech
* effective nonverbal communication
* appropriate volume
* professional demeanor
* visuals that foster understanding
 |
| **Comments:** |  |
| **INSTRUCTIONAL CONTENT** |
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| --- | --- | --- | --- | --- |
|  | **Not Yet** | **Developing** | **Proficient** | **Advanced** |

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| **Learning goals** | [ ]  Instructor **lacks two or more** of the following:* clearly states the learning goal(s)
* highlights the relevance of the goal(s)
* has an attainable goal
* has a clear correlation between the activities, the learning goal(s), and course outcomes
 | [ ]  Instructor does **MOST** of the following:* clearly states the learning goal(s)
* highlights the relevance of the goal(s)
* has an attainable goal
* has a clear correlation between the activities, the learning goal(s), and course outcomes
 | [ ]  Instructor **CONSISTENTLY** doesthe following:* clearly states the learning goal(s)
* highlights the relevance of the goal(s)
* has an attainable goal
* has a clear correlation between the activities, the learning goal(s), and course outcomes
 | [ ]  Instructor **ALWAYS** does the following:* clearly states the learning goal(s)
* highlights the relevance of the goal(s)
* has an attainable goal
* has a clear correlation between the activities, the learning goal(s), and course outcomes
 |
| **Activating prior knowledge** | [ ]  Instructor **does not yet attempt** to elicit students’ prior knowledge. The lesson begins without reference to what students may already know, and no connections are made between prior knowledge and new material. | [ ]  Instructor attempts to activate some prior knowledge by:* having students minimally engage in the process or only a few engage deeply

**OR** * making connections to new content that are unclear or unexplored
 | [ ]  Instructor activates prior knowledge by having:* students engage in the process
* connections to prior knowledge or experiences
 | [ ]  Instructor intentionally activates prior knowledge by having:* **all students** actively engage in the process
* **clear connections** to prior knowledge or experiences
 |
| **Contextual relevance and transferability** | [ ]  Instructor has not yet built in relevant opportunities to apply learning. | [ ]  Instructor does the following:* builds in relevant opportunities to apply learning
 | [ ]  Instructor does the following:* builds in relevant opportunities to apply learning
* *where appropriate*, uses examples where discipline converges with other disciplines in addressing challenges, global issues on a local, national, or global level
 | [ ]  Instructor does the following:* builds in relevant opportunities to apply learning
* stretches students to be flexible in their application by challenging them to apply learning to new situations or contexts
* *where appropriate,* uses examples where discipline converges with other disciplines in addressing challenges, global issues on a local, national, or global level
 |
| **D2L site** | [ ]  Instructor is **lacking two or more** of the following:* consistent expectations from week to week (e.g., workload does not vary drastically from one week to the next
* navigation is explained (e.g., overview video, introduction presentation, etc.)
* there is evidence of the instructor’s engagement (e.g., not only third-party resources)
* there are opportunities for students to engage with one another
* there is intentional engagement between students and instructors each week (e.g., through assignment feedback)
 | [ ]  Instructor includes **MOST** of the following:* consistent expectations from week to week (e.g., workload does not vary drastically from one week to the next
* navigation is explained (e.g., overview video, introduction presentation, etc.)
* there is evidence of the instructor’s engagement (e.g., not only third-party resources)
* there are opportunities for students to engage with one another
* there is intentional engagement between students and instructors each week (e.g., through assignment feedback)
 | [ ]  Instructor **CONSISTENTLY** includes the following:* consistent expectations from week to week (e.g., workload does not vary drastically from one week to the next
* navigation is explained (e.g., overview video, introduction presentation, etc.)
* there is evidence of the instructor’s engagement (e.g., not only third-party resources)
* there are opportunities for students to engage with one another
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 | [ ]  Instructor **ALWAYS** includes the following:* consistent expectations from week to week (e.g., workload does not vary drastically from one week to the next
* navigation is explained (e.g., overview video, introduction presentation, etc.)
* there is evidence of the instructor’s engagement (e.g., not only third-party resources)
* there are opportunities for students to engage with one another
* there is intentional engagement between students and instructors each week (e.g., through assignment feedback)
 |
| **Comments:** |  |
| **STUDENT ENGAGEMENT** |
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| --- | --- | --- | --- | --- |
|  | **Not Yet** | **Developing** | **Proficient** | **Advanced** |

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| **Active learning (on campus)** | [ ]  Instructor is **lacking two or more** of the following:* incorporates active-learning exercises (e.g., think-pair-share, quick writes) after no more than 15 minutes of lecture, dedicating most class time to higher-order thinking.
* uses multiple modes to check for understanding (e.g., asking questions) and makes seamless adjustments based on those checks
* uses strategies to ensure students are on-task (e.g., walking around, having students talk/write, etc.)
* pacing is adjusted seamlessly based on what the instructor observes from students.
* facilitates student-led explanations/ discussions
* *where appropriate*, the instructor leverages the students' use of electronic technology to facilitate active learning
 | [ ]  Instructor does **MOST** of the following: * incorporates active-learning exercises (e.g., think-pair-share, quick writes) after no more than 15 minutes of lecture, dedicating most class time to higher-order thinking.
* uses multiple modes to check for understanding (e.g., asking questions) and makes seamless adjustments based on those checks
* uses strategies to ensure students are on-task (e.g., walking around, having students talk/write, etc.)
* pacing is adjusted seamlessly based on what the instructor observes from students.
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 | [ ]  Instructor **CONSISTENTLY** does the following: * incorporates active-learning exercises (e.g., think-pair-share, quick writes) after no more than 15 minutes of lecture, dedicating most class time to higher-order thinking.
* uses multiple modes to check for understanding (e.g., asking questions) and makes seamless adjustments based on those checks
* uses strategies to ensure students are on-task (e.g., walking around, having students talk/write, etc.)
* pacing is adjusted seamlessly based on what the instructor observes from students.
* facilitates student-led explanations/ discussions
* *where appropriate*, the instructor leverages the students' use of electronic technology to facilitate active learning
 | [ ]  Instructor **ALWAYS** does the following: * incorporates active-learning exercises (e.g., think-pair-share, quick writes) after no more than 15 minutes of lecture, dedicating most class time to higher-order thinking.
* uses multiple modes to check for understanding (e.g., asking questions) and makes seamless adjustments based on those checks
* uses strategies to ensure students are on-task (e.g., walking around, having students talk/write, etc.)
* pacing is adjusted seamlessly based on what the instructor observes from students.
* facilitates student-led explanations/ discussions
* *where appropriate*, the instructor leverages the students' use of electronic technology to facilitate active learning
 |
| **Comments:** |  |
| **FEEDBACK AND GRADES** |
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| --- | --- | --- | --- | --- |
|  | **Not Yet** | **Developing** | **Proficient** | **Advanced** |

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| **Appropriate content of feedback** | [ ] Feedback is currently **lacking two or more** of the following:* substantial yet understandable
* personalized
* clearly relates to learning outcomes
* encourages growth
* has a positive and encouraging tone
 | [ ] Feedback includes **MOST** of the following:* substantial yet understandable
* personalized
* clearly relates to learning outcomes
* encourages growth
* has a positive and encouraging tone
 | [ ] Feedback is **CONSISTENTLY** of the following:* substantial yet understandable
* personalized
* Clearly relates to learning outcomes
* encourages growth
* has a positive and encouraging tone
 | [ ] Feedback is **ALWAYS** of the following:* substantial yet understandable
* personalized
* clearly relates to learning outcomes
* encourages growth
* has a positive and encouraging tone
 |
| **Assignments and assessments** | [ ] They are currently **lacking two or more** of the following:* alignment to course outcomes
* measure what they say they will measure
* provide the students with feedback
* strategically paced and created so they build towards mastery
* include higher-order thinking, as appropriate
 | [ ] They include **MOST** of the following:* alignment to course outcomes
* measure what they say they will measure
* provide the students with feedback
* strategically paced and created so they build towards mastery
* include higher-order thinking, as appropriate
 | [ ]  They **CONSISTENTLY** include all the following:* alignment to course outcomes
* measure what they say they will measure
* provide the students with feedback
* strategically paced and created so they build towards mastery
* include higher-order thinking, as appropriate
 | [ ]  They **ALWAYS** include all the following:* alignment to course outcomes
* measure what they say they will measure
* provide the students with feedback
* strategically paced and created so they build towards mastery
* include higher-order thinking, as appropriate
 |
| **Timeliness and access of feedback and grades** | [ ] Grades and are currently **lacking two or more** of the following goals:* timely (e.g., within a week of the due date)
* easily accessible within D2L
* allow time for students to reflect and grow prior to the next assignment or assessment
* kept private between the instructor and student
 | [ ] Grades and feedback meet **MOST** of the following goals:* timely (e.g., within a week of the due date)
* easily accessible within D2L
* allow time for students to reflect and grow prior to the next assignment or assessment
* kept private between the instructor and student
 | [ ] Grades and feedback are **CONSISTENTLY** the following:* timely (e.g., within a week of the due date)
* easily accessible within D2L
* allow time for students to reflect and grow prior to the next assignment or assessment
* kept private between the instructor and student
 | [ ] Grades and feedback are **ALWAYS** the following:* timely (e.g., within a week of the due date)
* easily accessible within D2L
* allow time for students to reflect and grow prior to the next assignment or assessment
* kept private between the instructor and student
 |
| **Comments:** |  |

**Additional Comments – include observed strengths of the instructor and any suggestions for improvement:**

**Signature of Evaluator Date**

**Signature of Instructor Date**

*If there is disagreement between the evaluator and instructor, the instructor may attach those comments to this evaluation.*