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** | | | | | | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Not Yet** | **Developing** | **Proficient** | **Advanced** | | | | | | | | | | | | | |
| **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** | | | | | | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Not Yet** | **Developing** | **Proficient** | **Advanced** | | | | | | | | | | | | | |
| **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** | | | | | | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Not Yet** | **Developing** | **Proficient** | **Advanced** | | | | | | | | | | | | | |
| **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 * there is intentional engagement between students and instructors each week (e.g., through assignment feedback) | | | 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** | | | | | | | | | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Not Yet** | **Developing** | **Proficient** | **Advanced** | | | | | | | | | | | | | | | | |
| **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. * facilitates student-led explanations/ discussions * *where appropriate*, the instructor leverages the students' use of electronic technology to facilitate active learning | | | 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** | | | | | | | | | | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Not Yet** | **Developing** | **Proficient** | **Advanced** | | | | | | | | | | | | | | | | | |
| **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.*