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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| **DIMENSION** | **SUBSTANDARD** | **TIER 1** | **TIER 2** | **TIER 3** |
|  | *Performing below minimum teaching expectations* | *Performing at minimum teaching expectations* | *Performing at proficient level of teaching expectations* | *Performing at excellent level of teaching expectations* |
| **CLASS ORGANIZATION** | | | | |
| **Instructional plan** | Established class session plan altered without prior notification to students. | Clear signs of planning and organization that follows a logical flow. | Includes instruction and formative assessment to assess student learning. | Includes instruction, formative assessment, and reflection components. |
| **Communication of clear learning goals for the class session** | Learning goals for class or lesson not communicated.  Communicates inappropriate or unrealistic learning goals for the class session or lesson activity. | Clearly identifies realistic learning goals for class session. | Clearly connects learning goals for the class session to course learning outcomes. | Clearly identifies learning goals for each activity and connects them to course learning outcomes. |
| **Time management** | Room and/or technology issues occur during class that could have been addressed before the start of class. | Class starts and ends on time.  Planned sections of the class session are well-timed.  Little or no time spent on non-instructional activities. | Instructor incorporates educational technology for learning activities outside of class to support effective use of in-class time. | Instructor maximizes in-class time, using active learning or applications rather than passive learning. |
| **Comments** |  | | | |

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| **LEARNING ENVIRONMENT** | | | | | |
| **Classroom climate** | | Uses discriminatory, dismissive, or other abusive language.  Minimizes students’ struggle with material.  Discourages student input.  Ignores disruptive student behaviors. | Language used is responsive to students’ anxieties.  Encourages participation.  Treats all students equitably and respectfully.  Responsive to students’ different educational backgrounds, learning needs. | Has established classroom norms that foster a positive and inclusive environment.  Encourages interaction between students.  Exhibits an approachable and accessible demeanor.  Responds effectively to issues or problems raised in class. | Uses practices that increase students’ motivation and foster a growth mindset. |
| **Presentation substance** | | Does not use, or uses inappropriate, visual support for presentation and/or examples/illustrations. | Provides visuals, uses concrete examples to clarify content.  Presentation format is easy to see/hear and understand. | Cites sources for content discussed. | Follows accessibility best practices by verbally describing and/or captioning any images used in presentation. |
| **Presentation form** | | Uses inappropriate or offensive gestures and/or speech.  Displays a negative attitude in tone and/or content. | Volume, pace, and diction allow observer to follow the class session.  Faces students when speaking. | Incorporates appropriate eye contact, effective non-verbal communication.  Avoids distracting speech patterns or mannerisms. | Engaging, responsive, and constructive in both tone and content of their speech.  Models discipline’s professional behaviors and attitude. |
| **Comments:** | |  | | | |

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| **INSTRUCTIONAL CONTENT** | | | | | |
| **Knowledge of subject** | | Does not appear to understand course content. | Factual statements are consistent with current knowledge in the field.  Correctly answers questions about course-level content. | Answers questions clearly, confidently, and simply.  Demonstrates mastery of content and subject knowledge and application. | Ties current content to topics or knowledge from the profession and/or more advanced courses. |
| **Discipline-specific language** | | Does not use, or incorrectly uses, discipline-specific and/or academic language. | Uses discipline-specific and academic language. | Explains the use of discipline-specific terms. | Facilitates the use of discipline-specific language by students. |
| **Contextual relevance and transferability** | | Teaches content devoid of real-world scenarios and/or examples.  Assumes unrealistic skill level of students in the class. | Provides real-world applications of class content.  Explicitly builds on prior student knowledge.  Effectively communicates ideas and information to students. | Has students provide real- world examples of class content or apply content to real-world scenarios. | Where appropriate, uses examples where discipline converges with other disciplines in addressing challenges, global issues on a local, national, or global level. |
| **D2L site (supplemental for on campus courses)** | | No supplemental materials, grades, communication, instructions or content was available to students in D2L. | Some content available to assist students in understanding course content, navigating course requirements, and monitoring grades. | Content supplements students’ learning and performance in the course. | Content significantly enhances learning and performance.  Exemplary course design and navigation. |
| **D2L site (required for online courses)** | | Instructor did not successfully complete QA evaluation for the course prior to its start date.  D2L not used; instructor only used third-party premade course. | QA evaluation successful prior to course start date, or with limited modification after start date.  Instructor engaged with students in the course. | Robust opportunities for learning through substantial course materials.  Instructor actively engaged with students in D2L; their presence was apparent.  Communication throughout the course (ie announcements, news) was used to assist students and increase instructor presence. | Exemplary instructional content within modules.  Exemplary course design and navigation. |
| **Comments:** | |  | | | |

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| **STUDENT ENGAGEMENT** | | | | | | |
| **Appropriate content or level** | | Class content is too easy/difficult for the student's knowledge level.  Instructor does not encourage higher-order thinking. | Class content appropriately challenges students.  Class content promotes mastery of learning outcomes. | Instructor engages students in higher-order thinking skills during class. | Instructor spends majority of class time leading students in higher-order thinking activities. | |
| **Active learning (on campus)** | | Uses no active-learning exercises.  Has unrealistic expectations for active-learning exercises.  Uses inappropriate or offensive active-learning exercises.  Uses active-learning exercises that are not accessible to everyone in the class. | Class session contains at least one active-learning exercise to apply course content.  Instructor monitors and manages active-learning exercises. | Uses active-learning exercises after no more than 30 minutes of lecture.  Ensures students are on- task, responsive to student engagement and adjusts strategy accordingly.  Facilitates student-led explanations / discussions. | Uses active-learning exercises after no more than 15 minutes of lecture.  Where appropriate, instructor leverages student use of electronic technology to facilitate active learning. | |
| **Check for understanding** | | No opportunity for students to ask questions  No attempt to discern students’ understanding of content  Provides non-constructive and/or discouraging responses and feedback.  Compares student work to an ambiguous, unrealistic standard. | At least one check for understanding to measure student comprehension.  Responses to students are respectful and constructive. | Actively attempts to assess student comprehension throughout. | Multiple modes used to check for understanding. | |
| **Comments:** | |  | | | | |

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| **FEEDBACK AND GRADES** | | | | | | |
| **Appropriate content of feedback** | | No feedback is provided, or very limited (ie, “Good job”)  Provides non-constructive and/or discouraging feedback.  Compares student work to an ambiguous, unrealistic standard. | Feedback is provided.  Feedback indicates what the student did wrong, or right.  Tone is helpful and encouraging. | Feedback is aligned to intended learning outcomes.  Feedback should improve student learning and performance. | Feedback is substantial and instructional. | |
| **Assignments and Assessments** | | Insufficient opportunities for students to determine their understanding or measure their progress.  Assignments and assessments are not aligned to the instructional content or stated course outcomes. | Assignments are sufficient and well-constructed enough to allow students to learn the material, measure their comprehension, and seek additional instruction or resources before they are tested on the content.  Assessments are aligned to the instructional content and course outcomes. | Assignments strategically and incrementally prepare students to improve comprehension prior to testing.  Assessments capture higher-order learning as appropriate to the course outcomes. | The construction of assignments and assessments is exceptional. | |
| **Timeliness and access of feedback and grades** | | Violates FERPA by publicly sharing student grades.  Students do not receive feedback on assignments before the next assignment is due.  Students do not receive feedback on assignments before they are tested on the content.  Grades and feedback are not available in D2L. | Grades and feedback are provided before the next assignment is due.  Grades and feedback are provided before they are tested on the content.  Grades and feedback are located in D2L. | Grades and feedback are provided quickly (within expected reason) to ensure students have ample time to ask questions, seek tutoring, and review supplemental materials before the next assignment or test is due. | Grades and feedback are exceptionally timely. | |
| **Comments:** | |  | | | | |

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

Click or tap to enter a date.



**Signature of Evaluator Date**

Click or tap to enter a date.



**Signature of Instructor Date**

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