

INSTRUCTOR EVALUATION RUBRIC

Instructor: _____ Date and Time of Observation: _____

Course Title/Section: _____ # of students in class: _____ Observation Location: _____

Observer: _____ Title/Dept.: _____

	4	3	2	1	NA
	Excellent, area of strength	Meets expectations	Fair, consider strengthening	Improvement needed	Not Applicable
Instructional Organization	Instructor leads a class session that evidences strong preparation, is organized and clearly aligned with stated objectives, summarizes main points.	Instructor leads a class session that is generally well-organized and prepared. Lecture follows course outline.	Instructor leads a class session with missing or weak objectives, loses focus at points, or was not well-planned for the allotted class time.	Instructor leads a class session that is rambling, disjointed or does not relate to the objectives of this course.	
Describe why the appropriate category was chosen. Refer to observation notes.					

Classroom management	Instructor effectively facilitates the learning process and efficiently allocates class time, managing student interactions and expectations.	Instructor monitors the learning process and maintains adequate control of student interactions.	Instructor controls the class too much so as to be stifling or not enough so as to appear too lax.	Instructor loses control of the classroom environment and/or student activities that does not support the purpose of the lesson.	
Describe why the appropriate category was chosen. Refer to observation notes.					

	4	3	2	1	NA
	Excellent, area of strength	Meets expectations	Fair, consider strengthening	Improvement needed	Not Applicable
Subject matter expertise	Instructor demonstrates superior knowledge of the subject matter and effectively explains it to students.	Instructor has adequate knowledge of the subject matter and can explain it sufficiently well for students.	Instructor knows the subject matter but is unable to explain it well to the students.	Instructor is lacking in basic knowledge about this subject matter.	
Describe why the appropriate category was chosen. Refer to observation notes.					

Instructional methods	Instructor provides appropriate opportunities for student involvement through questions, activities, reflection and/or small group work.	Instructor provides for student involvement through questions, class activities, discussions, and/or group work.	Instructor provides very few opportunities for students to become involved, to work with the subject matter or to ask questions	Instructor does not provide opportunities for students to become involved, does not promote questions or discussion nor allows for group work.	
Describe why the appropriate category was chosen. Refer to observation notes.					

Presentation & delivery	Instructor's presentation is clear. Visuals and appropriate authentic/real-life examples are used to support the learning goals. Delivery is stimulating and dynamic.	Instructor's presentation is clear. Some visuals and/or real life examples are used. Delivery is engaging.	Instructor's presentation is unclear. Some visuals and/or real life examples are used.	Instructor's presentation is confusing or not engaging. No visuals or real life examples are used.	
Describe why the appropriate category was chosen. Refer to observation notes.					

	4	3	2	1	NA
	Excellent, area of strength	Meets expectations	Fair, consider strengthening	Improvement needed	Not Applicable
Critical Thinking	Instructor promotes student critical thinking by integrating question analysis, insightful evaluation of material, inference, and inductive/deductive reasoning into the class and providing examples of these critical thinking techniques.	Instructor promotes student critical thinking by integrating 2 or more of the following techniques: question analysis, insightful evaluation of material, inference, inductive/deductive reasoning into the lesson.	Instructor promotes student critical thinking by integrating one of the following: critical thinking techniques; question analysis; insightful evaluation of material, inference, inductive/deductive reasoning into the lesson.	Instructor does not promote critical thinking in the lesson.	
Describe why the appropriate category was chosen. Refer to observation notes.					

Feedback/assistance to students	Instructor provides exceptional feedback, continually motivating the class.	Instructor provides occasional feedback that motivated the class.	The instructor provides some feedback that appeared to have no effect on student motivation.	The instructor provides no feedback to students.	
Describe why the appropriate category was chosen. Refer to observation notes.					

Sensitivity to students	Classroom interactions between the instructor and students are respectful, exhibiting sensitivity to students' culture, gender differences, disabilities, and levels of development. Instructor ensures that all students are encouraged to be active participants in the learning environment.	Classroom interactions between the instructor and students are polite, and appropriate. All students are treated equitably.	Classroom interactions between the instructor and students are generally appropriate, but may at times be insensitive or show a lack of responsiveness to cultural or learning differences among students.	Classroom interactions between the instructor and students, or among students, are negative or insensitive (sarcasm, put-downs, or conflict).	
Describe why the appropriate category was chosen. Refer to observation notes.					

	Excellent, area of strength	Meets expectations	Fair, consider strengthening	Improvement needed
Overall assessment				

COMMENTS:

Strengths observed:

Suggestions for improvement:

Action Plan (as discussed with Instructor post-observation):