Rubric for Classroom Observation of Teaching

Instructor: _____ Course Being Evaluated: _____

Summarize the course objectives (as outlined in the syllabus):

Summarize the lesson goals for this class period/day:

Select the cell in each row that provides the best **overall** *description of what happened in class.*

Dimension of Teaching	*Poor Practices*	*Acceptable Practices*	*Excellent Practices*
Environment Conducive to Learning	• Doesn't know students' names • Ignores student questions or concerns • Belittles or dismisses student input • Little direct personal interaction with students	• Warm and respectful interactions with students; knows students' names • Encourages students to participate and share their thoughts and responds thoughtfully to student concerns.	• Multiple opportunities for students to interact with each other and the instructor • Models openness to new ideas. • Demonstrates enthusiasm • Facilitates development of disciplinary thinking.
Implementation of Course Design (and use of ELOs)	• Activities or assignments do not promote achievement of UVU ELOs • Class activities do not promote achievement of course or class goals • Instructor does not appear organized or prepared for class. • Materials or activities are too simple or too complex for students	• Class learning activities are consistent with overall course objectives and learning goals for the day • Students are actively involved in working towards achievement of course and lesson goals. • Major learning goals for the class are presented or are clear to students	• Class activities are appropriate for the course level and student preparation • Class activities clearly promote achievement of course objectives and ELOs • Instructor *facilitates* student learning and utilizes formative assessment to determine how students are doing
Use of Content/Subject Matter	• Content discussed or used in class was outdated, inaccurate, or overly exaggerated • Primary focus in class is to "tell" information to students; there is little to no exploration, problem-solving, or application of course content	• Content used was current and relevant to the course objectives and purpose of the course • Promotes student *use* of course content to think through or solve problems similar to those found in the discipline	• *Uses* current content to promote understanding of core principles in the discipline <u>and</u> to promote critical thinking and learning outcomes • Students directly interact with and apply content at a level

			appropriate to the course
Dimension of Teaching	*Poor Practices*	*Acceptable Practices*	*Excellent Practices*
Inclusive Pedagogies	• Comments are made that are insensitive or offensive about race, gender, ethnicity, disabilities, etc. • Groups or in-class teams segregate females, minorities, international students into their own groups.	• Instructor's comments and behaviors show sensitivity and awareness of cultural and disabilities concerns • Encourages participation by all students in class without evidence of marginalization or avoidance of any groups	• Uses a variety of teaching methods (visual, auditory, collaborative activities, writing) in class. • In-class groups show heterogeneity and inclusion of students of various backgrounds.
Promotion of Student Success	• If students express frustration or difficulty learning the material, the instructor is unsympathetic • Comments imply or state that students are lazy or unmotivated • Instructor appears demanding of students, but provides no help or structure for students to think through problems	• If students express frustration or difficulty learning, the instructor is sympathetic in comments and behavior • Instructor provides suggestions for how students may learn the material more effectively • Instructor explains grading criteria or rubrics used for assignments	• Instructor may provide specific information about *how to learn* skills (e.g. active reading, study groups, writing) • If students express frustration, instructor helps students see the connection between content, lifelong learning skills, and their personal or career goals
Use of Technology	• Does not appear competent in the use of classroom technologies • Technology used in class confuses students • Either: avoidance of useful technology or demands for students to use non-standard technologies that are inappropriate to learning goals	• Instructor appears competent in the use of classroom technologies • Technology use in the classroom facilitates student learning	• Instructor uses technology effectively to increase student interactions with each other, with the content, or with the instructor • If necessary, instructor provides effective assistance to help students utilize technology that is course-related

Please note the instructor's greatest strength(s) that you observed:

Please describe one or more ways that the instructor can improve his or her teaching:

_____   _____
Peer Observer   Date