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.

<table>
<thead>
<tr>
<th>Dimension of Teaching</th>
<th>Poor Practices</th>
<th>Acceptable Practices</th>
<th>Excellent Practices</th>
</tr>
</thead>
</table>
| **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| **Use of Content/Subject Matter** | • Content discussed or used in class was outdated, inaccurate, or overly exaggerated  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 and promote critical thinking and learning outcomes  
• Students directly interact with and apply content at a level |

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<tbody>
<tr>
<td><strong>Inclusive Pedagogies</strong></td>
<td>• 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.</td>
<td>• 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</td>
<td>• 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.</td>
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<tr>
<td><strong>Promotion of Student Success</strong></td>
<td>• 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</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td><strong>Use of Technology</strong></td>
<td>• 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</td>
<td>• Instructor appears competent in the use of classroom technologies • Technology use in the classroom facilitates student learning</td>
<td>• 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</td>
</tr>
</tbody>
</table>

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:
<table>
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<th>Peer Observer</th>
<th>Date</th>
</tr>
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