

Sample Rubric for Classroom Observation: Term Faculty Members

Faculty Manual Section 4.VI.C.2.b

Classroom observations complement other sources of information about teaching, including the faculty member's own reflections and end-of-course evaluations. The following rubric was developed using the [guidelines for peer reviews](#) of teaching on the Dean of the College website, the example of a Faculty-specific rubric, and the University of Kansas teaching rubric. Departments and programs should review the rubric and, where this seems advisable, modify it to address discipline or program-specific considerations. Early in the term of a classroom observation, the chair or program director should consult with the faculty member about a date for the observation, identify the peer reviewer, and select the materials to submit as part of the review.

Rubric for Classroom Observation

Name of faculty member being reviewed _____

Course name and number _____

Date(s) of observation _____

Name of faculty observer _____

Conceptualization of the Course

	Below Expectations (1-consistently at this level; 2-some teaching at this level)	Meets Expectations (3)	Demonstrates Expertise (4-some teaching at this level; 5-consistently at this level)	Not Applicable
The course has explicit learning goals				
Readings, assignments, and daily activities support student learning goals				
The readings, assignments, and daily activities are appropriate to the subject and level of the course.				
The course adequately prepares students for subsequent courses in the curriculum and/or meets the general education attributes assigned to it				

Overall assessment of course conceptualization (Excellent, Very Good, Good, Fair, Poor)

Additional Comments (under 50 words):

Content

	Below Expectations (1-consistently at this level; 2-some teaching at this level)	Meets Expectations (3)	Demonstrates Expertise (4-some teaching at this level; 5-consistently at this level)	Not Applicable
The content presented is appropriate for the level and type of course and consistent with the learning goals for the course				
Theories, methodologies, debates, and scholarship pertinent to the learning goals of the course are introduced				

Overall assessment of content (Excellent, Very Good, Good, Fair, Poor, NA)

Additional Comments (under 50 words):

Pedagogy

	Below Expectations (1-consistently at this level; 2-some teaching at this level)	Meets Expectations (3)	Demonstrates Expertise (4-some teaching at this level; 5-consistently at this level)	Not Applicable
Readings, other assignments, and examinations reinforce student learning of content				
Presentation of content, theories, methodologies, and scholarship is clear and accurate				
Opportunities exist for students to pose questions, explore the matter in class more fully				
Questions that the professor poses are understandable and invite discussion				
Syllabus indicates that classroom activities are varied to adapt to different learning styles appropriate to the subject and level of the course.				

Overall assessment of pedagogy (Excellent, Very Good, Good, Fair, Poor, NA)

Additional Comments (under 50 words):

Classroom Climate

	Below Expectations (1-consistently at this level; 2-some teaching at this level)	Meets Expectations (3)	Demonstrates Expertise (4-some teaching at this level; 5-consistently at this level)	Not Applicable
Class begins and ends on time				
The instructor shows interest in students				
The instructor shows interest in the subject				
The instructor treats students equitably, irrespective of gender, ethnicity, learning style, etc.				
The instructor fosters a climate of respect				
Student participation in discussions and other activities is broad; students of different genders, races, nations and backgrounds participate actively and often				

Overall assessment of classroom climate (Excellent, Very Good, Good, Fair, Poor, NA)

Additional Comments (under 50 words):

Overall Quality of Teaching (Excellent, Very Good, Good, Fair, Poor)

Summary Remarks (50-100 words)