

## CLASS OBSERVATION RUBRIC

Adapted from the University of Colorado at Boulder Teaching Quality Framework

This form is for the reviewer of the class session taught by the faculty member to be reviewed. The reviewer can use this form to evaluate and provide feedback on the session. Check the boxes for the level of skill you have determined for each of the teaching and learning elements listed in the table below. Add any additional notes you have about the element in the 'Reviewer notes' beneath each teaching and learning element. Provide your overall narrative comments in the 'Reviewer overall comments' space provided at the end of the document. Share your completed document with the faculty member being reviewed in a one-to-one meeting.

Faculty member reviewed: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Course name and number: \_\_\_\_\_

Date: \_\_\_\_\_

Pre-observation faculty learning objectives and concerns (established with the reviewee prior to the review)

Teaching & learning elements	Developing <i>Requires improvement</i>	Basic Skill <i>Competent</i>	Professional <i>Professional</i>	Advanced <i>Advanced</i>
<b>Goals, Content, Alignment</b> <i>What are students expected to learn? Are course goals appropriately challenging? Is content aligned with the curriculum?</i>	<ul style="list-style-type: none"> <li>Goals/content inappropriate, not aligned w/curriculum, institutional expectations</li> <li>Content outdated/unsuitable</li> <li>Range/depth/treatment of topics is too narrow or broad</li> </ul>	<ul style="list-style-type: none"> <li>Most goals/content are articulated &amp; appropriate for topic, students, curriculum</li> <li>Inclusion of all students is a goal</li> <li>Standard, intellectually-sound materials &amp; content</li> <li>Range/depth/treatment of topics generally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Learning goals are explicit, relevant to all students and regularly communicated</li> <li>Goals/content/materials have high quality elements; are current, appropriate, aligned</li> <li>Range/depth appropriate, integrated across topics</li> <li>Some innovation/connection to current research</li> </ul>	<ul style="list-style-type: none"> <li>Goals/content connect to curricular, programmatic, dept. goals</li> <li>Goals include advancing diversity, equity, and inclusion in the field</li> <li>Content is consistently challenging and innovative, and related to current issues and development in field</li> <li>Content comes from diverse perspectives</li> </ul>
<b>Reviewer notes:</b>				

Teaching & learning elements	Developing <i>Requires improvement</i>	Basic Skill <i>Competent</i>	Professional <i>Professional</i>	Advanced <i>Advanced</i>
<b>Preparation for teaching</b> <i>Content Knowledge; Pedagogical Knowledge (i.e. teaching generally and teaching subject material); Classroom mechanics prep (e.g. grading, activities, tech use, etc.)</i>	<ul style="list-style-type: none"> <li>• Limited knowledge of content/teaching methods</li> <li>• Insufficient materials prep</li> <li>• Inadequate class mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Standard understanding of content/teaching practices</li> <li>• “Standard” materials prep</li> <li>• Adequate class mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Knows subject deeply, incl. current/related research</li> <li>• Evidence-based teaching practices/methods/materials</li> <li>• Excellent syllabus/materials</li> </ul>	<ul style="list-style-type: none"> <li>• Very knowledgeable about classroom teaching practices</li> <li>• Activities for common challenges</li> <li>• Advanced class mechanics</li> </ul>
<b>Reviewer notes:</b>				

Teaching & learning elements	Developing <i>Requires improvement</i>	Basic Skill <i>Competent</i>	Professional <i>Professional</i>	Advanced <i>Advanced</i>
<b>Methods/Teaching Practices</b> <i>What assignments, assessments, and learning activities are implemented? Are methods appropriate for environment &amp; aligned for population (inclusive ed, course level &amp; goals</i>	<ul style="list-style-type: none"> <li>• No rationale for methods; no instructional design</li> <li>• Practices not well executed; little methods development</li> <li>• Student engagement is variable or absent</li> </ul>	<ul style="list-style-type: none"> <li>• Conventional teaching practices for course/discipline</li> <li>• Standard course practice/execution</li> <li>• Consistent engagement</li> <li>• Some inconsistency in quality</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative or evidence-based teaching methods</li> <li>• Opportunities for practice/feedback on skill/concepts</li> <li>• Consistent/high engagement</li> <li>• Implementation is consistent</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently used innovative/evidence-based methods</li> <li>• Students frequently practice skills, define some activities</li> <li>• Consistent high engagement</li> <li>• High-quality implementation</li> </ul>
<b>Reviewer notes:</b>				

Teaching & learning elements	Developing <i>Requires improvement</i>	Basic Skill <i>Competent</i>	Professional <i>Professional</i>	Advanced <i>Advanced</i>
<b>Presentation &amp; Student Interaction</b> <i>What are students' views of the learning experience? Are methods implemented effectively? Are students supported?</i>	<ul style="list-style-type: none"> <li>Class climate discourages motivation/engagement</li> <li>Negative reports of instructor accessibility/interaction</li> </ul>	<ul style="list-style-type: none"> <li>Climate supports civility/motivation/engagement</li> <li>Students report satisfactory accessibility/interaction</li> </ul>	<ul style="list-style-type: none"> <li>Consistently positive accessibility/interaction</li> <li>Students perceive learning important skills or knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Class climate encourages motivation and engagement, is respectful and cooperative</li> </ul>
<b>Reviewer notes:</b>				

Teaching & learning elements	Developing <i>Requires improvement</i>	Basic Skill <i>Competent</i>	Professional <i>Professional</i>	Advanced <i>Advanced</i>
<b>Student Outcomes</b> <i>What impact does this course have on learners? What evidence shows the level of student understanding? Are measures of learning (shift in student performance as a result of class/instruction) aligned w/goals?</i>	<ul style="list-style-type: none"> <li>• Poor measures of student learning, do not match goals</li> <li>• Low understanding/skill required, poor learning</li> <li>• Poor course-level outcomes (e.g. skills, interest, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Standard attention to student achievement</li> <li>• Clear assessment standards</li> <li>• Typical level of skill achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Clear efforts to support learning in all students</li> <li>• Some excellent course-level outcomes for students</li> </ul>	<ul style="list-style-type: none"> <li>• Exceptional efforts to support learning in all students</li> <li>• Learning evaluations connect to dept./program goals</li> <li>• Exceptional outcomes, supports broad success</li> </ul>
<b>Reviewer notes:</b>				

**Overall reviewer comments:**