**PEER OBSERVATION RUBRIC 1**

**(to be used during observation)**

**Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| **E** = Indicates the instructor’s performance **EXCELS** in this area  **A** = Indicates the Instructor’s performance is **ACCEPTABLE** in this area  **N** = Indicates the Instructor **NEEDS** assistance with performance in this area | For all items marked **E** or **N** provide evidence/ justification /explanation |

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| --- | --- | --- | --- | --- |
|  | **E/A/N** | **E** | **A** | **N** |
| **Commitment to Teaching and Student Learning** |  | Consistently demonstrates enthusiasm and excitement toward teaching and students | Often demonstrates enthusiasm and excitement toward teaching and students | Exhibits a lack of enthusiasm and excitement toward teaching and students |
|  | Has a well-established learning environment that encourages student questions, involvement, and debate | Encourages student questions, involvement, and debate | Discourages students’ questions, involvement, and debate |
|  | Makes students a priority in being accessible and available to their needs | Is accessible and available to students | Makes accessibility and availability difficult for students |
|  | Encourages and allows for individual expression | Allows for individual expression | Discourages individual expression |
| **COMMENTS** | |  |  |  |
| **Mastery of Teaching Content / Knowledge** |  | Explains difficult terms or concepts in depth and in more than one way | Explains difficult terms or concepts | Rarely explains difficult terms or concepts |
|  | Presents background of ideas and concepts in depth | Presents background of ideas and concepts | Does not present background of ideas and concepts |
|  | Frequently presents best evidence and up-to-date developments in the field | Presents best evidence and up-to-date developments in the field | Does not present best evidence and up-to-date developments in the field |
|  | Answers students’ questions in depth and admits error or insufficient knowledge with commitment to seek out information | Answers students’ questions adequately or admits error or insufficient knowledge | Does not answer students’ questions adequately or does not admit error or insufficient knowledge |
| **COMMENTS** | |  |  |  |

**2**

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|  | **E/A/N** | **E** | **A** | **N** |
| **Selection of Teaching Content & Meeting Teaching Objectives** |  | Frequently selects examples relevant to students’ experiences, "real world" applications, and/or teaching objectives | Selects examples relevant to students’ experiences, "real world" applications, and/or teaching objectives | Rarely selects examples relevant to students’ experiences, "real world" applications, and/or objectives |
|  | Often relates content with what's taught before and what will come after | Relates content with what's taught before and what will come after | Does not relate content with what's taught before and what will come after |
|  | Presents views other than own when appropriate and provides explanation for possible differences of opinion along with evidence | Sometimes presents views other than own when appropriate | Does not present views other than own |
|  | Teaching content and methods clearly meet stated objectives of syllabus and as stated by teacher | Teaching content and methods are geared to stated objectives of syllabus and as stated by teacher | Teaching content and methods do not meet stated objectives of syllabus or as stated by teacher |
| **COMMENTS** | |  |  |  |
| **Organization & Classroom Management** |  | Begins on time in an orderly, organized fashion | Begins on time | Does not begin on time and is disorganized |
|  | Summarizes and distills main points at the end of session | Summarizes main points at the end of session | Fails to summarize main points at the end of session |
|  | Consistently explains directions and procedures | Explains directions and procedures | Does not provide clear directions and procedures |
|  | Keeps students engaged in learning activities, moving between activities after ascertaining student readiness | Uses time appropriately, transitioning smoothly between activities | Does not use time efficiently; inappropriate transition time between activities |
| **COMMENTS** | |  |  |  |

**3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **E/A/N** | **E** | **A** | **N** |
| **Instructional Materials** |  | Incorporates various instructional supports like slides, visual aids, handouts, etc. Also provides references for materials presented when appropriate | Incorporates various instructional supports like slides, visual aids, handouts, etc. | Fails to provide students with instructional materials |
| **COMMENTS** | |  |  |  |
| **Teaching Methodology and Presentation** |  | Uses a large variety of teaching strategies to address diverse learning styles and opportunities | Uses a variety of teaching strategies to address diverse learning styles and opportunities | Fails to use a variety of teaching strategies to address diverse learning styles and opportunities |
|  | Responds to changes in student attentiveness with comfortable transition of teaching strategies | Responds to changes in student attentiveness | Fails to responds to changes in student attentiveness |
|  | Consistently speaks audibly and clearly | Speaks audibly and clearly | Speech is inaudible and un-clear |
|  | Models professionalism and use of humor is positive and appropriate | Models professionalism | Is unprofessional and use of humor is negative and inappropriate |
|  | Establishes and maintains eye contact with students while communicating a sense of enthusiasm toward the content | Establishes and maintains eye contact with students | Fails to establish and maintain eye contact with students |
|  | Provides demonstrations as appropriate and has students demonstrate their understanding | Provides demonstrations as appropriate | Does not provide demonstrations when needed |
|  | Routinely mentors students in life-long learning skills | Mentors students in life-long learning skills | Does not promote lifelong learning |
|  | Guides students to be independent learners | Allows students to be independent learners | Does not promote students to be independent learners |
| **COMMENTS** | |  |  |  |