Peer Evaluation of Teaching—Rubric

This rubric identifies important facets of teaching effectiveness and distinguishable levels of competency. Its purpose is to encourage reasonable consistency and predictability in evaluations as well as to stimulate the process of teacher development.

Since no rubric can account for all discipline- and course-specific variables, peer evaluators may need to make appropriate adjustments.

Prior to the teaching observation, evaluators should ask the instructor to provide some context for the class session to be observed. What are the learning goals? What material will be covered? Has this material been covered previously? What will be the format (lecture, discussion, student presentations, small groups, etc.)? Are there any issues to be aware of? Summarize this information under "Class Context and Learning Goals" below.

During the teaching observation, ratings in each category should be explained by noting any significant observations in the "Comments/Rationale" section for that category. Likewise, whenever the evaluator feels the specified criteria do not fit the context of the course being observed, a clear rationale for departing from those criteria should be noted in the "Comments/Rationale" section.

Peer evaluator: Date:

Instructor: Week of the semester:

Course/section: _____   Location: Time:

Number of students in attendance:

Class Context and Learning Goals

Structure of the Lesson

	Confusing		Awkward		Coherent		Effective
	Ideas were impeded by significant confusion that was left unresolved or frequent or severe digressions that were obviously counterproductive.		Ideas were hindered by recurring moments of minor confusion, a moment of major confusion that eventually passed, or digressions that were clearly off topic.		Key ideas were clear and easy to follow.		Key ideas *and* many nuances were clear and easy to follow.

Possible factors to consider: Order of presentation, organization/logical flow, clarity/quality of transitions/examples, information load

Comments/Rationale:

Style of Delivery

	Disengaged	Low Engagement		Neutral		Engaged		Very Engaged
	Very little engagement, The instructor seemed disengaged, distracted or otherwise distanced, making the material seem dull.. ,	Inconsistent or low engagement, conveying the impression the instructor may be distracted or unsure about how to make the material interesting.		Alert and polished, but not necessarily enthusiastic; clear delivery but not very dynamic.		Obviously enthusiastic or engaged by the subject, conveying sufficient energy and interest. .		Obviously passionate or fascinated by the subject, exuding personality and interest so effectively that students are visibly engaged at a high level.

Possible factors to consider: Volume and tone of voice; pace of delivery; integration of discussion questions, problems, etc.; use of eye contact, gestures, strategic movement around the classroom, etc.; use of narrative, humor, suspense, etc.

Comments/Rationale:

Professional Demeanor

	Inappropriate		Marginal		Acceptable		Committed		Outstanding
	Some aspects of demeanor raise serious concerns about credibility and awareness of professional norms.		Some aspects of demeanor may weaken credibility or invite classroom management issues.		Demeanor is acceptable and does not detract or distract.		Demeanor conveys a positive sense of professionalism, suggesting a serious commitment to serving students well.		Demeanor is of role model caliber and seems to have elevated the professionalism displayed by students.

Possible factors to consider: Punctuality, tone of delivery, familiarity with students, methods of classroom management

Comments/Rationale:

Use of Appropriate Instructional Tools (audio/visual aids, chalkboard, handouts, etc.)

Specify tool(s) used:

	Disruptive		Awkward		Neutral		Effective		Outstanding
	Creates substantial delays, distractions, or confusion, either because the tool was used awkwardly or because a seemingly essential tool was		Creates minor delays, distractions, or confusion, either because the tool was used awkwardly or because a potentially helpful tool was		Coherent and unobtrusive, but adds little value or may seem gimmicky.		Noticeably enhances the lesson.		Greatly enhances the lesson *and* the level of student engagement.

Excluded.	Excluded.				

Possible factors to consider: Value added, clarity of format, skillfulness of integration, distractions/delays, etc.

Comments/Rationale:

Student Participation

	Negative		Reserved		Comfortable		Engaged		Invigorated
	Students participate very rarely or never. Class seems apathetic or tense, as if participation is unwelcome.		Students participate very rarely or never. Class seems timid or hesitant, as if unsure whether or when participation is welcome.		Students participate sporadically, but class is attentive. There is no indication students feel unwelcome or unable to participate. At least 10% participated.		Students obviously feel comfortable participating and trust their comments are valued. Over 33% participated *or* at least 20% participated *repeatedly*.		Students obviously feel excited to participate and trust their comments can shape the lesson. Over 66% participated *or* at least 40% participated *repeatedly*.

Possible factors to consider: Participation levels, eye contact, posture, facial expressions, distractions, etc.

Comments/Rationale:

Attentiveness to Students' Active Learning

	Rote		Passive		Basic		Engaging		Masterful
	Presents lesson with very few or no efforts to assess and adapt to students' level of comprehension or engagement.		Presents lesson with few or generic efforts to assess and adapt to students' level of comprehension or engagement (e.g. "Got it?", "Any questions?", "Get working", etc.). Seems aware of students' non-verbal feedback, but does not require or build on their active engagement.		Presents lesson in ways that encourage students to think about its meaning or importance. Responds to students' verbal and non-verbal feedback by adjusting delivery, but not necessarily by adapting pedagogy. Student contributions have at least some effect on the lesson.		Presents lesson in ways that require students to actively explore the material in greater depth. Responds to students' verbal and non-verbal feedback by adapting pedagogy in ways that are generally successful. Student contributions enrich the lesson.		Presents lesson in ways that require students to actively explore the material in greater depth *and* practice applying it. Clearly attentive to students' verbal and non-verbal feedback, and adapts pedagogy in ways that are impressively effective. Student contributions consistently enrich the lesson.

Possible factors to consider: Use of lecture, discussion questions, in-class assignments, group activities, student presentations, story-telling, previously-assigned work, participation strategies, etc.

Comments/Rationale:

Cumulative Impressions

1. Based on what you observed, what are the instructor's top strengths?

2. Based on what you observed, what are the instructor's top opportunities for improvement?

3. Based on the peer-evaluation process, including your conversation with the instructor after class, what has the instructor learned from the peer-evaluation?