

Classroom Observation Rubric

Faculty Observed:

Course:

1d. Appropriate Text Materials and ancillaries

Focuses on level of presentation, organization, and how up-to-date materials are.

Text book and/or ancillaries are either at a level inappropriate for the course, are disorganized, or dated

Text book and/or ancillaries are generally at a level appropriate for the course, are organized, and are up-to-date

Text book and/or ancillaries clearly related to course objectives, are appropriate to the level of the course, are organized, and are up-to-date

5b. Student Engagement/Ability of Instructor to Stimulate Interest (may include reference to frequency of student non-class technology use)		
Instructor did not appear to be engaged with students during lecture, or did not clearly state what might be important or interesting about material	Instructor intermittently engaged students directly, or stated why material may be interesting, though techniques used to stimulate interest were unsuccessful	Instructor clearly attempted to engage students during lecture, and was at least partly successful
COMMENTS (required):		
5c. Handling of Questions/Statements		
Instructor did not respond to classroom interactions or was defensive, dismissive, or disrespectful to students	Instructor handled classroom interactions well but not consistently	Instructor responded effectively to the statements or questions asked
COMMENTS (required):		

6. Expectations for Demonstration of Higher Order Thinking

<p>6. Expectations for Demonstration of Higher Order Thinking Critical thinking in courses involves integration of course content across lectures and potentially across courses. Instructors will be rated on observed ability to engage students in thinking about the larger concepts in the course and synthesis of the material.</p> <p>6a. Expectations for Demonstration of Higher Order Thinking</p>
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