CLASSROOM TEACHING MERIT EVALUATION RUBRIC FOR GSLL [10-16-2019]

INSTRUCTIONS FOR FACULTY MEMBERS:

Submit all syllabi as well as major assignments (exams and essay prompts) that demonstrate alignment of learning goals and teaching practices.

You may choose to submit up to 20 pages of additional material per year, such as lesson plans and your feedback on student assignments. If your self-reflection focuses on a specific course or assignment, you may want to include relevant materials. If you discuss changes in your course(s), you may want to include syllabi and assignments from previous years.

All materials should be a single Word document or PDF or included in a single folder titled with the course number and title.

If student assignments are included in your materials, make sure all identifying information has been removed.

INSTRUCTIONS FOR PEC COMMITTEE MEMBERS:

There are two versions of the rubric included in this document. The first (A) is a complete rubric based on five components of effective teaching from the Teaching Quality Framework Initiative's framework and includes a list of what materials to look at for evaluating each component and explanations for how to score. The second rubric (B) is a simpler form, intended more as a quick reference for what materials to look at for each component once you've become familiar with the process described in the first rubric.[1]

For each of the seven components, you should assign a score of 1 to 5 where 1 = significantly below expectations (unsatisfactory), 2 = below expectations, 3 = meets expectations, 4 = above expectations, and 5 = significantly above expectations. Your score for each component should take all available data sources into consideration; however, if there are discrepancies between data sources, consider the weight (e.g., relative importance) of each data source, as indicated in the rubrics.

For peer observation protocols, there are two versions: one for Content Courses (denoted with (C) in the rubrics) and one for Language Courses (denoted with an (L) in the rubrics; protocol items that do not specify C or L are common to both protocols. For FCQs, S = standard questions and CP = core TQF pilot questions.[2]

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[1] These rubrics were developed in partnership with the Teaching Quality Framework Initiative (https://www.colorado.edu/teaching-quality-framework/) with sponsorship by the National Science Foundation (DUE-1725959) - any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the NSF.

[2] After this rubric was developed the FCQs at CU Boulder changed and references to specific FCQ items have not yet been updated in this copy

Component of effective classroom teaching	Meets expectations (3)	Above expectations (4) (Meets, PLUS)	Signif. above expectations (5) (Above, PLUS)	Your Score (1-5)
Goals and Content *What are students expected to learn from the courses taught? Are course goals appropriately challenging, considering level of course? Is content appropriately challenging for the course level?* Data sources to review: Self-reflection statement, peer observation protocols, FCQs, syllabi/course materials Relative weight of sources: Self-reflection, peer observation and review of syllabi/course materials should be weighted high and FCQs should be weighted low	For at least one course, the syllabus includes some course goals, or if absent from syllabi, the self-reflection articulates course goals Standard, intellectually sound course materials and content (based on syllabi and any submitted course materials) Generally positive peer observations for A3) Learning Goals and A6) Prior Knowledge FCQ item CP5 (helpful materials) is greater than 3 If FCQs and/or peer observations are mid/low, self-reflection addresses this	For at least one course, the syllabus includes well-articulated and appropriately challenging course goals Range/depth of course materials and content is appropriate for the course level (based on syllabi and any submitted course materials) Very positive peer observations for A3) Learning Goals and A6) Prior Knowledge FCQ item CP5 (helpful materials) is greater than 4	Course materials or self-reflection reveal a consistent attempt to develop clear and appropriately challenging course goals Content and materials are challenging and thoughtful, and content connects to developments in the field and/or current issues (based on syllabi and any submitted course materials) Consistently excellent peer observations for A3) Learning goals and A6) Prior Knowledge FCQ item CP5 (helpful materials) is greater than 5	
Methods and Teaching Practices *What assignments, assessments, and activities are used? Are they aligned with course goals? Are methods appropriate for course level and class size? Was the course well-organized? Are there opportunities for students to practice skills and receive feedback throughout the semester?* Data sources to review: Self-reflection statement, peer observation protocols, FCQs, syllabi/course materials Relative weight of sources: All data sources should be weighted equally	For at least one course, assignments, assessments, and activities are linked to the course goals (based on syllabus, course handouts, and/or self-reflection) FCQs and peer observations show that students have some opportunities to practice skills embedded in course goals and receive feedback Generally positive peer observations for A1) Organized and Clear, A2) Tools and Resources, A4) Participation, A5) Active Learning, and A8) Critical Thinking (C)/Corrective Feedback (L)), and if applicable C1) Strengths/expertise Average of FCQ items CP7 (opportunities for discussion) and CP8 (helpful feedback on work) is greater than 3 If FCQs and/or peer observations are mid/low, self-reflection addresses this	For at least one course, the syllabus, course handouts, and/or self-reflection clearly connect assignments, assessments, and activities to course goals FCQs and peer observations show that assignments give students the opportunity to receive regular feedback on their mastery of skills/concepts Very positive peer observations for A1) Organized and Clear, A2) Tools and Resources, A4) Participation, A5) Active Learning, and A8) Critical Thinking (C)/Corrective Feedback (L), and if applicable C1) Strengths/expertise Average of FCQ items CP7 (opportunities for discussion), and CP8 (helpful feedback on work) is greater than 4	Syllabi, course handouts and/or self-reflection reveal well organized classes and consistently well aligned goals, materials, and assignments FCQs and peer observations show that students have frequent opportunities to receive feedback on important skills/concepts Consistently excellent peer observations for A1) Organized and Clear, A2) Tools and Resources, A4) Participation, A5) Active Learning, and A8) Critical Thinking (C)/Corrective Feedback (L),), and if applicable C1) Strengths/expertise Average of FCQ items CP7 (opportunities for discussion), and CP8 (helpful feedback on work) is greater than 5	

Component of effective classroom teaching	Meets expectations (3)	Above expectations (4) (Meets, PLUS)	Signif. above expectations (5) (Above, PLUS)	Your Score (1-5)
Presentation and Student Interaction *Are teaching methods implemented effectively? Is the classroom climate respectful? Do the teaching methods encourage engagement?* Data sources to review: Self-reflection statement, peer observation protocols, FCQs Relative weight of sources: FCQs should be mid-weighted, peer observations should be weighted highest, and self-reflection and syllabi/course materials should be weighted lowest	Some evidence that classroom climate is respectful, cooperative, and encourages student engagement Students report good instructor interaction skills Instructor occasionally gathers student feedback Generally positive peer observations for A4) Participation and if applicable, A7) Engagement (L) Average of FCQ items S4 (how much learned), S6 (encourages interest), S7 (instructor availability), S8 (respect for students), and CP3 (respectful environment) is greater than 3 Generally positive qualitative FCQ comments If FCQs and/or peer observations are mid/low, self-reflection addresses this	Evidence that classroom climate is respectful, cooperative, and encourages student engagement Students consistently report good instructor interaction skills Instructor gathers student feedback and seeks to incorporate changes appropriate to students' needs and learning outcomes Very positive peer observations for A4) Participation and if applicable, A7) Engagement (L) Average of FCQ items S4 (how much learned), S6 (encourages interest), S7 (instructor availability), S8 (respect for students), and CP3 (respectful environment) is greater than 4 Mostly positive qualitative FCQ comments	Strong evidence that classroom climate is respectful, cooperative, and encourages student engagement Students consistently report excellent instructor interaction skills Instructor gathers student feedback and implements changes in the short and/or long term Consistently excellent peer observations for A4) Participation and if applicable, A7) Engagement (L) Average of FCQ items S4 (how much learned), S6 (encourages interest), S7 (instructor availability), S8 (respect for students), and CP3 (respectful environment) is greater than 5 Consistently positive qualitative FCQ comments	
Student outcomes *What evidence shows student learning and achievement of course goals? Do assessments effectively measure student learning?* Data sources to include: Self-reflection statement, peer observation, FCQs, Classroom interviews, syllabi/course materials Relative weight of sources: Self-reflection should be weighted highest, FCQs and classroom interviews should be mid weight, and peer observations and syllabi/course materials should be mid weighted	Standard attention to student achievement For at least one course, the syllabus (or other course materials) indicates some standards for evaluating student understanding Clear standards for evaluating the quality of student understanding; occasional attempts to improve student outcomes Generally positive peer observations for A4) Participation and if applicable A8) Corrective feedback (L) Average of FCQ items S4 (how much learned), CP4 (invested in student success), and CP8 (helpful feedback on work) is greater than 3	Clear efforts to support learning in all students For at least one course, the syllabus (or other course materials) clearly articulates standards for evaluating student understanding Evidence-based standards for evaluating the quality of student understanding; consistently works to improve student outcomes Very positive peer observations for A4) Participation and if applicable A8) Corrective feedback (L) Average of FCQ items S4 (how much learned), CP4 (invested in student success), and CP8 (helpful feedback on work) is greater than 4	Exceptional efforts to support learning in all students For at least one course, the syllabus (or other course materials) clearly articulate well thought out/evidence-based standards for evaluating student understanding Evidence-based standards for evaluating the quality of student understanding; consistently works to improve student outcomes Consistently excellent peer observations for A4) Participation and if applicable A8) Corrective feedback (L) Average of FCQ items S4 (how much learned), CP4 (invested in student success), and CP8 (helpful feedback	

Component of effective classroom teaching	Meets expectations (3)	Above expectations (4) (Meets, PLUS)	Signif. above expectations (5) (Above, PLUS)	Your Score (1-5)
Student outcomes, continued *What evidence shows student learning and achievement of course goals? Do assessments effectively measure student learning?* Data sources to include: Self-reflection statement, peer observation, FCQs, Classroom interviews, syllabi/course materials Relative weight of sources: Self-reflection should be weighted highest, FCQs and classroom interviews should be mid weight, and peer observations and syllabi/course materials should be mid weighted	Classroom interview Q2 (if available) score is greater than or equal to 5 Self-reflection statement indicates some attention paid to understanding student learning If FCQs, classroom interviews, and/or peer observations are mid/low, self reflection addresses this	Classroom interview Q2 (if available) score is greater than or equal to 7 Self-reflection indicates regular efforts to improve student outcomes based on data	on work) is greater than 5 Classroom interview Q2 (if available) score is greater than or equal to 9 Self-reflection indicates consistent efforts to improve student outcomes based on multiple sources of data	
Reflection, Development, & Teaching Service/ Scholarship *How has the faculty member's teaching changed? To what extent has the teacher reflected on and improved their teaching?* Data sources to include: Self-reflection statement, syllabi/course materials, FRPA Relative weight of sources: Self-reflection and syllabi/course materials should be weighted highest and FRPA should be mid-weight	Self-reflection statement includes some indication that teaching has been informed by reflection Reflection on teaching is informed only by FCQs FRPA professional development (PD) activities includes at least 1 pedagogical PD activity	Self-reflection indicates regular adjustment of teaching based on prior teaching and feedback Reflection on teaching informed by student feedback beyond FCQs and/or by teaching development training or scholarship These adjustments are reflected in changes to syllabi/course materials over time Reflection is informed by more than FCQs FRPA professional development (PD) activities includes 2 or more pedagogical PD activities	Self-reflection is informed by multiple sources of data Continuously adjusts teaching based on prior teaching and feedback FRPA professional development (PD) activities includes 3 or more pedagogical PD activities	
			Enter the average score across all components	

GSLL merit teaching evaluation rubric B: Quick reference version, page 1 of 1.

Component of effective classroom teaching	Corresponding items from:				Your Score (1-5)
	Self-reflection	Peer Observation	FCQs	Syllabi and course materials	
Goals, Content, and Alignment *What are students expected to learn from the courses taught? Are course goals appropriately challenging, considering level of course? Is content appropriately challenging for the course level?*	*High weight*	*High weight* A3) Learning Goals A6) Prior Knowledge	*Low weight* CP5 (helpful materials)	*High weight*	
Methods and Teaching Practices *What assignments, assessments, and activities are used? Are they aligned with course goals? Are methods appropriate for course level and class size? Was the course well-organized? Are there opportunities for students to practice skills and receive feedback throughout the semester?*	*Equal weight*	*Equal weight* A1) Organized and Clear A2) Tools and Resources A4) Participation A5) Active Learning A8) Critical Thinking (C) A8) Corrective Feedback (L) C1) Strengths/expertise	*Equal weight* CP7 (opportunities for discussion) CP8 (helpful feedback on work)	*Equal weight*	
Presentation and Student Interaction *Are teaching methods implemented effectively? Is the classroom climate respectful? Do the teaching methods encourage engagement?*	*Low weight*	*Mid weight* A4) Participation A7) Engagement (L)	*High weight* S4 (how much learned) S6 (encourages interest) S7 (instructor availability) S8 (respect for students) CP3 (respectful environ.)	*Low weight*	
Student outcomes *What evidence shows student learning and achievement of course goals? Do assessments effectively measure student learning?*	*High weight*	*Low/mid weight* A4) Participation A8) Corrective Feedback (L)	*Mid weight* S4 (how much learned) CP4 (invested in student success) CP8 (helpful feedback on work) See also: Classroom Interview Q2	*Low/Mid weight*	
Reflection, Development, & Teaching Service/ Scholarship *How has the faculty member's teaching changed? To what extent has the teacher reflected on and improved their teaching?*	*High weight* (also review FRPA for pedagogical professional development activities, mid weight)	NA	NA	*High weight*	
				Enter the average score across all components:	