

Complete Rubric-Version as of 4/23/2001

	Level 4	Level 3	Level 2	Level 1
<p>Clear Goals^{Note 2}</p> <p>Clear statement of purpose(s); objectives realistic and achievable; important questions identified.</p>	<p>Instructor, department chair, and at least two observers, at least one of whom is trained^{Note 3, Note 5, Note 9,} agree to 1), 2), and 3) of level 3 to the right, and 4) peer interview the students^{Note 4} of the agreed upon course^{Note 4}, e.g., 3. 4. 5. C. h.^{Note 1}</p> <p>[summative only¹ as described in level 3 to the immediate right, unless agreed upon by the parties listed above that the process will be formative with the caveat that the observers will document to the department chair the steps that took place and when]</p> <p>¹Any summative process is also formative</p>	<p>Instructor and observer(s), in addition to 1) and 2) of level 2 to the immediate right, 3) peer review the syllabus of the mutually agreed upon course^{Note 4}, e.g., 3. 4. 5. C. h.</p> <p>[formative only, unless 1) there are only two observers, at least one of whom is trained, 2) there is agreement among department chair, instructor, and observers that the process will be summative at least to the extent that the observers document what steps took place and when.]</p>	<p>Instructor and observer(s) 1) agree on which course and at least two observation objectives related to methods and materials used in the delivery of at least two specific course content ideas, concepts, or techniques^{Note 4} that are clear, realistic and achievable, and important, e.g., 3. 4. 5. C. h.; and 2) mutually review the SROI results of at least one, mutually agreed upon, course taught previously by the instructor^{Note 4}, e.g., 6., a., c., m., q.</p> <p>[formative only]</p>	<p>Instructor and observer(s) agree on which course and on at least two observation objectives related to methods and materials used in delivery^{Note 3} that are clear, realistic and achievable, and important, e.g., 3. 4. 5. h.</p> <p>[formative only]</p>
<p>Adequate Preparation</p> <p>Understanding shown of relative scholarship; necessary skills evident; enough resources to move the project forward.</p>	<p>The observers generally agree with the instructor’s 1) understanding of the identified course content ideas, concepts, or techniques and 2) the disciplinary paradigms of the specific course content ideas, concepts, or techniques selected to be observed being presented. The methods and materials to be observed are attempts to apply one or more identified principles of how people learn, e.g., 5. 6. c. n. o.</p> <p>[summative and formative conditions as described just above for Clear Goals]</p>	<p>The observer(s) generally agree(s) with the instructor’s understanding of the identified course content ideas, concepts, or techniques. The methods and materials to be observed are attempts to apply one or more identified principles of how people learn, e.g., 5. 6. c. n. o.</p> <p>[formative only, unless 1) the conditions outlined just above are in place and 2) the documentation includes documentation. of the identified principles of how people learn]</p>	<p>The observer(s) generally agree(s) with the instructor’s understanding of the identified course content ideas, concepts, or techniques. The methods and materials to be observed are attempts to apply one or more identified principles of how people learn, e.g., 5. 6. c. n. o.</p> <p>[formative only]</p>	<p>The methods and materials to be observed are attempts to apply one or more recently identified principles of how people learn, e.g., B. c. n. o.</p> <p>[formative only]</p>
<p>Appropriate Methods</p> <p>Methods appropriate to the goals; methods selected effectively applied; procedures modified in response to changing circumstances.</p>	<p>Instructor, observers, and department chair agree on one or two observation instrument(s) to be used, agree on which two instructional events that are to be simultaneously observed by at least two observers for at least 50 minutes each, participate in a 45 min pre-observation meeting for the first observation and in a 45 min meeting that includes both a review of first observation and preview of second and a 45-min post observation meeting of second observation, and agree on the steps to document what happened when and who was involved and the format of the final report, e.g., e. d. n. q.</p> <p>[summative and formative conditions as described above for Clear Goals]</p>	<p>Instructor and observer(s) agree on one observation instrument, agree on which two instructional events to observe for at least 50 minutes each, participate in a 45 min pre-observation meeting for the first observation and in a 45 min meeting that includes both a review of first observation and preview of second, e.g., e. d. n. q. [formative only, unless 1) the conditions outlined just above are in place and 2) there is a 45 min post-observation meeting]</p>	<p>Instructor and observer(s) agree on one observation instrument, agree on which two instructional events to observe for at least 30 minutes each, participate in a 30 min pre-observation meeting for the first observation and in a 45 min meeting that includes both a review of first observation and preview of second observation, e.g., e. d. n. q. [formative only]</p>	<p>Instructor and observer(s) agree on one observation instrument, agree on which instructional event to observe for at least 50 minutes, participate in a 30 min pre-observation^{Note 6} meeting and in a 45 min post observation^{Note 7} meeting, e.g., e. a. b. c. m.</p> <p>[formative only]</p>

<p>Significant Results</p> <p>Goals were achieved; results lead to changes in instructor behavior; student learning increased; results opened further areas to explore, i.e., thing to try; results nationally published.</p>	<p>After reviewing and critiquing the instructor's reflective essay of Reflective Critique, the reviewers write a final report^{Note 8} in a manner acceptable to instructor and department chair that discusses and evaluates goals achieved, changes in instructor behavior, student learning, and areas opened up for further exploration, e.g., c., e., f., k., m., q., r.</p> <p>[summative and formative conditions as described above for Clear Goals]</p>	<p>See Reflective Critique, if process is <u>formative</u> only, observer(s) direct any inquiries for summative purposes to the instructor; if <u>summative</u>, at least 1) the conditions outlined just above are in place and 2) both observers review and comment on the instructor's reflective essay of Reflective Critique</p>	<p>See Reflective Critique, process is formative only, observer(s) direct any inquiries for summative purposes to the instructor</p> <p>[formative only]</p>	<p>See Reflective Critique, process is formative only, observer(s) direct any inquiries for summative purposes to the instructor</p> <p>[formative only]</p>
<p>Effective Presentation</p> <p>Presentations suitably styled and effectively organized; appropriate forums for different audiences; message presented with clarity and integrity.</p>	<p>None if only <u>formative</u>, but if <u>summative</u>, the author's reflective essay of Reflective Critique suitably styled, effectively organized, presented with clarity and integrity and demonstrating the majority of the elements of synthesis and evaluation^{Note 10}</p>	<p>None if only <u>formative</u>; if <u>summative</u>, reflective essay of Refl. Criti. suitably styled, effectively organized, presented with clarity and integrity and demonstrating all the elements of analysis^{Note 10}, e.g., 5. 6. C. c. e. f. r.</p>	<p>None</p>	<p>None</p>
<p>Reflective Critique</p> <p>Work self critically evaluated; appropriate breadth of evidence brought to the self-critique; improved quality of future teaching techniques and/or student learning.</p>	<p>Instructor writes a 4-6 page reflective essay demonstrating the majority of the elements of synthesis and evaluation^{Note 10} on, most importantly, how what was learned via the first observation was integrated in the delivery methods and materials of the second observational event and, in general, what worked, what did not work, what was learned, improvements on peer review for the future, planed changes in classroom behavior and/or approaches, and expectations for improved student learning and reasons to these expectations, e.g., C. d. e. f. r.</p> <p>[summative and formative conditions as described just above for Clear Goals]</p>	<p>Instructor writes, with not obligation to show others unless summative, a 3-5 page reflective essay on, most importantly, how what was learned via the first observation was integrated in the delivery methods and materials of the second observation event and, in general, what worked, what did not work, what was learned, improvements on peer review for the future, any planed changes in classroom behavior and/or approaches, e.g., C. d. e. f. r.</p> <p>[formative, unless summative by prior agreement (see entries above)]</p>	<p>Instructor writes, with no obligation to show others, a 3-5 page reflective essay on, most importantly, how what was learned via the first observation was integrated in the delivery methods and materials of the second observation event and, in general, what worked, what did not work, what was learned, improvements on peer review for the future, any planed changes in classroom behavior and/or approaches, e.g., C. d. e. f. r.</p> <p>[formative only]</p>	<p>Instructor writes, with no obligation to show others, a 2-3 page reflective essay on what worked, what did not work, what was learned, improvements on peer review for the future, any planed changes in classroom behavior and/or approaches, e.g., C. d. e. f. r.</p> <p>[formative only]</p>