**Sample Teaching Evaluation Rubric**

Each page of the rubric provides descriptors for the indicators associated with one criterion. Departments may wish to use a rubric like this for evaluation, or for as tool for collective discussion in the development of standards.

*Criterion 1 Standard for (level): X out of y criteria at the x level? Mandatory indicators?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Design and planning of learning activities** | N/A | Poor (1-3) | Adequate (4) | Good (5-6) | Excellent (7) |
| Preparation of course materials |  | Course materials and activities show little evidence of thoughtful or systematic design | Some evidence of capacity to design effective and well-aligned learning materials and activities | Learning materials are consistently well-aligned, effective, and stimulating. Activities reflect informed approach to learning design  | Learning materials and activities are exceptionally well designed and often innovative, possibly reflecting leadership in curriculum development and pedagogical innovation |
| Course outline clearly details learning outcomes, teaching and learning activities and assessment |  | Course outlines are inconsistent with bylaw and policy, and do not clearly outline intended learning outcomes, learning activities and assessment  | Course outlines are generally consistent with bylaw and policy, and outline intended learning outcomes, activities and assessments with a degree of clarity  | Consistently in compliance with bylaw and policy, outlines show the alignment of materials, activities and assessments with intended course learning outcomes.  | Consistently in compliance with bylaw and policy, course outlines are highly readable, and clearly explain how materials, activities, and assessment align with the intended learning outcomes.  |
| Planned learning activities designed to develop the students’ learning |  | Planned learning activities do not or rarely appear to be designed to support student acquisition of the course’s intended learning outcomes, including an appropriate difficulty level  | Planned learning activities appear to be intended to foster student acquisition of a course’s intended learning outcomes, but may not do so consistently  | Planned learning activities clearly and effectively support student acquisition of a course’s intended learning outcomes, and are consistently at an appropriate level of difficulty | Planned learning activities consistently and systematically support student acquisition of a course’s intended learning outcomes and may also provide flexiblity to further support or challenge diverse learners |
| Sound knowledge of the course content and material |  | Limited knowledge of the course content and material | Reasonable knowledge of the course content and material, some areas of weakness | Sound knowledge of the course content and material, with evidence of practices to remain current | Deep knowledge of the course content and material, with evidence of serious efforts to acquire depth of knowledge and remain current |
|  |  | Evidence of lack of preparation for class or frequent disorganization | Generally well-prepared for class and well-organized.  | Consistently well-prepared for class and well-organized | Consistently very well-prepared and organized in regard to all aspects of course development |

*Criterion 2 Standard for (level): X out of y criteria at the x level? Mandatory indicators?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. Instructional Methods  | N/A | Poor (1-3) | Adequate (4) | Good (5-6) | Excellent (7) |
| Learning-centered approach:Demonstrates understanding and application of specific aspects of effective teaching and learning support methods |  | Very little evidence of efforts to support and enhance student learning | Some awareness of effective methods to support student learning , with uneven application of those methods  | Consistent awareness and application of effective approaches to supporting and enhance learning  | Highly effective and often innovative support and enhancement of learning  |
| Clarity of communication and explanation |  | Lack of clarity identified  | Adequate or uneven clarity  | Consistent clarity  | Exceptional clarity  |
| Stimulation of interest[[1]](#footnote-1) |  | Students report disinterest or general decrease of interest over courses  | Students’ interest was generally maintained over courses, or trends were uneven | Students generally indicated interest or increased interest in the courses taught.  | Student interest nearly always increased, or course feedback indicated high level of interest in the course  |
| Encouragement of appropriate student-faculty interaction |  | Little or no evidence of efforts to encourage student-faculty interaction[[2]](#footnote-2) or interactions that inhibit learning | Some evidence of efforts to encourage student-faculty interaction 2 | Consistent effort to encourage appropriate student-faculty interaction2 | Consistent evidence of highly effective and innovative efforts to encourage student-faculty interaction2 |
| Encouragement of appropriate student-student interaction |  | Little or no evidence efforts to encourage appropriate student-student interaction2  | Some evidence efforts to encourage appropriate student-student interaction2  | Consistent evidence of efforts to encourage appropriate student-faculty interaction2  | Consistent evidence of highly effective and innovative efforts to encourage appropriate student-faculty interaction 2 |
| Supports students to develop and demonstrate the intended learning outcomes |  | Little or no evidence that instructional practices support student development of intended learning  | Some evidence that instructional practices support student development of intended learning  | Consistent evidence that instructional practices support student development of intended learning  | Consistent evidence of highly effective and innovative efforts to support student development of intended learning  |

*Criterion 3 Standard for (level): X out of y criteria at the x level? Mandatory indicators?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3. Assessment and giving feedback to students | N/A | Poor (1-3) | Adequate (4) | Good (5-6) | Excellent (7) |
| Quality of assessment tools * + Clarity
	+ Alignment with learning outcomes
	+ Appropriate level of difficulty
 |  | Assessment activities were hard to follow, poorly aligned with intended learning outcomes, or of an inappropriate level of difficulty  | Assessment activities were inconsistent in terms of clarity, alignment, or appropriateness of difficulty, but generally appeared to be reasonable for the course level.  | Assessment activities were generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level. | Assessment activities were clear, well aligned, appropriately challenging, and provided innovative opportunities for student learning,  |
| Timely feedback is provided to students |  | Feedback is not timely – late and infrequent.  | Assignment feedback is generally timely.  | Assignment feedback is timely and occurs several times through the course.  | Feedback is proactive, ongoing, and timely.  |
| Constructive feedback is provided to students[[3]](#footnote-3) |  | Constructive feedback appropriate to the nature of the course was rarely or never provided to students, or was not constructive for future improvement | Assignment feedback was appropriate to the nature of the course and generally provided useful guidance to help students to know how to improve, including some strengths and weaknesses.  | Student feedback or other evidence suggests that assignment feedback was consistently appropriate to the nature of the course and provided useful guidance regarding how to improve for future work.  | Assignment feedback was appropriate to the nature of the course, detailed, balanced appropriately with strengths and weaknesses and provided systematic and highly effective guidance regarding how to improve |

*Criterion 4 Standard for (level): X out of y criteria at the x level? Mandatory indicators?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4. Developing effective environments, student support and guidance | N/A | Poor (1-3) | Adequate (4) | Good (5-6) | Excellent (7) |
| Availability for consultation (e.g. email, online, face-to-face or telephone |  | Rarely available for consultation outside of class time (face-to-face, online, or by telephone)  | Somewhat available outside of class time: response patterns may be uneven.  | Available to students outside of class time with evidence of systematic approaches to ensuring availability to students  | Makes exceptional and systematic efforts to be available to students |
| Effective advisor/counsellor |  | Ineffective as an advisor or student counsellor  | Somewhat effective as an advisor or student counsellor  | Generally perceived by students and peers to be effective, supportive, and knowledgeable as an advisory or student counsellor | Recognized by students and peers as a key advisor and student counsellor  |
| Demonstration of respect for students and systematic attention to ensuring students demonstrate respect for others |  | Evidence of habitual insensitivity to student concerns or to students | Demonstrates a satisfactory degree of respect for students and some attempts to ensure students demonstrate respect for their peers | Actively and explicitly works to establish respectful practices and interactions with students and among students  | Highly effective leader and mentor in the establishment of respectful learning and responsive learning environments with students and among students.  |

*Criterion 5 Standard for (level): X out of y criteria at the x level? Mandatory indicators?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5. Integration of scholarship, research and professional activities with teaching and in support of learning | N/A | Poor (1-3) | Adequate (4) | Good (5-6) | Excellent (7) |
| a) Teaching and learning research incorporated into teaching practice |  | Teaching and planning shows no awareness of research on teaching  | Occasional incorporation of ideas or practices based on teaching and learning research into practice  | Research on teaching and learning forms a regular source for planning and decision making in teaching and course design, and informal inquiry forms an element of teaching improvement practice.  | Teaching and learning practices is consistently driven by knowledge of the research, and by an inquiry-based approach to teaching and learning which may also have resulted in publications or presentations of teaching research.  |
| b) Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline based research |  | Discipline-based research or creative practice is absent from the course curriculum or is not current | Discipline-based research or creative practice is somewhat evident in the course curriculum, and is somewhat current | Current, discipline-based research or creative practice forms a regular and integrated part of the curriculum  | Cutting-edge discipline-based research is frequently and effectively incorporated in the course |
|  |  | No evidence of efforts to inspire student interest or engagement with disciplinary research, creative practice, or inquiry culture  | Some evidence that course activities are intended to engage students with disciplinary research, creative practice, or inquiry culture. Where applicable, this may include effectiveness in undergraduate/ graduate student research supervision  | Evidence of consistent and effective efforts to engage students with disciplinary research, creative practice, or inquiry culture. Where applicable, this may include effectiveness in undergraduate/ graduate student research supervision  | Evidence of highly effective, systematic efforts to engage students in disciplinary research, creative practice, or inquiry culture. Where applicable, this may include effectiveness in undergraduate/ graduate student research supervision, as well as support and mentorship of students presenting or publishing their work.  |
| c) Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum |  | Professional, industry, and work-based practice and experiences are not incorporated into the curriculum, but were intended to be.  | Professional, industry and work-based practice and experiences are somewhat incorporated into the curriculum, but may not be well-aligned with intended learning outcomes or well supported.  | Professional, industry, and work-based practice and experiences are well incorporated in the curriculum, well-aligned with intended learning outcomes, and well supported.  | Professional, industry, and work-based practice and experiences are very effectively incorporated in the curriculum offering a highly integrated, well-supported, and exceptional learning opportunity for students.  |

*Criterion 6 Standard for (level): X out of y criteria at the x level? Mandatory indicators?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6. Evaluation of practice and continuing professional development | N/A | Poor (1-3) | Adequate (4) | Good (5-6) | Excellent (7) |
| Participation in teaching related professional development  |  | No evidence of participation in teaching related professional development | Some evidence of participation in workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning  | Consistent efforts have been made to engage in professional development related to teaching systematically over time, e.g., self-directed reading, workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning | High degree of engagement and initiative with regard to teaching-related professional development, which may include leadership and facilitation of workshops and other events, as well as peer-reviewed conference presentations or publications on teaching and learning, and potentially grants related to teaching and learning initiatives |
| Self-evaluation leading to changes in teaching practice |  | Very little evidence of efforts to enhance teaching skills or of self-reflection regarding teaching. | Able to provide several examples of changes to teaching practice based on reflection or engagement with professional development  | Evidence of a consistently thoughtful and reflective approach to teaching, with ongoing examples of efforts to improve teaching emanating from that approach.  | Evidence of an ongoing commitment to improvement-oriented and evidence-based practices based in a scholarly approach to teaching and teaching inquiry.  |

*Criterion 7 Standard for (level): X out of y criteria at the x level? Mandatory indicators?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 7. Professional and personal effectiveness | N/A | Poor (1-3) | Adequate (4) | Good (5-6) | Excellent (7) |
| Is aware of and consciously developing professional qualities of:Taking ownership and management of teaching role |  | Rarely shows these professional qualities.  | Shows many of these professional qualities | Consistently shows these professional qualities  | Shows these professional qualities to a very high degree |
| Demonstrating effective preparation and prioritization |  |  |  |  |  |
| Demonstrating commitment to continuing professional development in discipline and T & |  |  |  |  |  |
| Responding positively to opportunities and new approaches |  |  |  |  |  |
| Communicating effectively in both formal and informal contexts |  |  |  |  |  |
| Application of professional ethical practices in work and in teaching contexts |  |  |  |  |  |
| **Personal qualities**Is aware of and consciously developing personal qualities of:• Approaching teaching with enthusiasm, passion and confidence |  | Rarely shows these personal qualities  | Shows many of these personal qualities | Consistently shows these personal qualities  | Shows these personal qualities to a very high degree.  |
| Demonstrating resilience and perseverance in the face of obstacles |  |  |  |  |  |
| Demonstrating time management of self and work to ensure others are not delayed in their work |  |  |  |  |  |
| Demonstrating self-reflective evaluation of practices and relationships |  |  |  |  |  |
| Demonstrating commitment and interest in students and their learning |  |  |  |  |  |

Rubric use:

Committees may find that it is impossible to evaluate candidates on all indicators, and that is to be expected. Departments may wish to identify mandatory minimum standards for specific indicators, while others are preferred or encouraged. Alternatively, departments can identify specific indicators as “not applicable” for specific roles. The general intention is that instructors should be able to provide evidence of effective practice across these criteria: they may not be able to provide evidence for all indicators for any given criterion, and they may also be able to provide alternative evidence that meets the criteria.

Committees may wish to take into consideration the nature of the courses taught in reaching decisions: the feedback appropriate to a first-year course of 400 may be significantly different from the nature of feedback appropriate to a fourth-year seminar. That said, committees should exercise caution to ensure that mitigating factors incorporated in decision making are based as much as possible on evidence rather than anecdote. Proponents may wish to provide such mitigating evidence (for example, the mean course or instructor score for a given course, or for online courses, or for large enrolment courses in the department over the last ten years in comparison to the departmental average) as an element of their submission.

Departments are encouraged to offer preliminary readings of submitted documents to suggest areas which might benefit from more complete documentation.

1. Committees should factor course nature into deliberations: demonstrated historical evidence regarding student interest in a given course can be taken into account, but these considerations should be based on empirical evidence. [↑](#footnote-ref-1)
2. Appropriate to the courses involved [↑](#footnote-ref-2)
3. Format and delivery appropriate to the courses involved [↑](#footnote-ref-3)