

ORAL ROBERTS UNIVERSITY SCHOOL OF EDUCATION
FACULTY EVALUATION RUBRIC

NAME _____
 DATE _____

TEACHING EFFECTIVENESS				
Level 0	Level 1	Level 2	Level 3	Level 4
Not Attempted (Unsatisfactory Performance)	Unacceptable (Minimal Performance)	Acceptable (Standard Performance)	Competent (High Performance)	Exemplary (Exemplary Performance)
Knowledge				
Faculty member does not demonstrate knowledge of discipline. Faculty member does not demonstrate competence with course content that is relevant and thorough. Faculty member does not increase knowledge of discipline and/or pedagogy	Faculty member demonstrates knowledge of discipline, but does not demonstrate competence with course content that is relevant and thorough. Faculty member does not increase knowledge of discipline and/or pedagogy.	Faculty member demonstrates knowledge of discipline. Faculty member demonstrates competence with course content that is relevant and thorough. Faculty member does not increase knowledge of discipline and/or pedagogy.	Faculty member demonstrates knowledge of discipline. Faculty member demonstrates competence with course content that is relevant and thorough. Faculty member increases knowledge of discipline and/or pedagogy.	Faculty member demonstrates knowledge of discipline. Faculty member demonstrates competence with course content that is relevant and thorough. Faculty member increases knowledge of discipline and/or pedagogy and relates content to biblical principles.
Communication and delivery				
Faculty member does not use class time effectively. Faculty member does not use effective instructional techniques and tools (including lecture, discussion, audio/visuals, group activities, or technology). Faculty member does not demonstrate efforts to stimulate student interest and achievement.	Faculty member uses class time effectively, but does not use effective instructional techniques and tools (including lecture, discussion, audio/visuals, group activities, or technology) and does not demonstrate efforts to stimulate student interest and achievement.	Faculty member uses class time effectively and uses effective instructional techniques and tools (including lecture, discussion, audio/visuals, group activities, or technology), but does not demonstrate efforts to stimulate student interest and achievement.	Faculty member uses class time effectively. Faculty member uses effective instructional techniques and tools (including lecture, discussion, audio/visuals, group activities, or technology). Faculty member demonstrates efforts to stimulate student interest and achievement.	Faculty member uses class time effectively. Faculty member uses effective instructional techniques and tools (including lecture, discussion, audio/visuals, group activities, or technology). Faculty member demonstrates efforts to stimulate student interest and achievement and applies principles of multiple intelligences and learning styles to instruction.
Course organization and planning				
Faculty member does not prepare assignments, handouts, exams, and/or activities to promote student interest and enhance learning. Faculty member does not demonstrate evidence of attention to active learning, writing, and critical thinking skills as appropriate. Faculty member does not implement course objectives appropriately.	Faculty member prepares assignments, handouts, exams, and/or activities to promote student interest and enhance learning, but does not demonstrate evidence of attention to active learning, writing, and critical thinking skills as appropriate and does not implement course objectives appropriately.	Faculty member prepares assignments, handouts, exams, and/or activities to promote student interest and enhance learning and demonstrates evidence of attention to active learning, writing, and critical thinking skills as appropriate, but does not implement course objectives appropriately	Faculty member prepares assignments, handouts, exams, and/or activities to promote student interest and enhance learning. Faculty member demonstrates evidence of attention to active learning, writing, and critical thinking skills as appropriate. Faculty member implements course objectives appropriately	Faculty member prepares assignments, handouts, exams, and/or activities to promote student interest and enhance learning. Faculty member demonstrates evidence of attention to active learning, writing, and critical thinking skills as appropriate. Faculty member implements course objectives appropriately and makes connections to institutional, state, and national competencies.

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TEACHING EFFECTIVENESS (CONT.)				
Level 0	Level 1	Level 2	Level 3	Level 4
Not Attempted (Unsatisfactory Performance)	Unacceptable (Minimal Performance)	Acceptable (Standard Performance)	Competent (High Performance)	Exemplary (Exemplary Performance)
Policy/procedure practices				
Faculty member does not adhere to established college, discipline, and department policies and procedures. Faculty member does not perform assigned duties for the conduct of business of the department. Faculty member is not available to students outside class.	Faculty member adheres to established college, discipline, and department policies and procedures, but does not perform assigned duties for the conduct of business of the department and is not available to students outside class.	Faculty member adheres to established college, discipline, and department policies and procedures and performs assigned duties for the conduct of business of the department, but is not available to students outside class.	Faculty member adheres to established college, discipline, and department policies and procedures. Faculty member performs assigned duties for the conduct of business of the department. Faculty member is available to students outside class.	Faculty member adheres to established college, discipline, and department policies and procedures. Faculty member performs assigned duties for the conduct of business of the department. Faculty member is available to students outside class and utilizes appropriate advisement techniques.

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|-------------------------------------|---------------|
| 1. Knowledge | Rating: _____ |
| 2. Communication and delivery | Rating: _____ |
| 3. Course organization and planning | Rating: _____ |
| 4. Policy/procedure practices | Rating: _____ |

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COURSE MATERIALS AND EVALUATION CRITERIA				
Level 0	Level 1	Level 2	Level 3	Level 4
Not Attempted (Unsatisfactory Performance)	Unacceptable (Minimal Performance)	Acceptable (Standard Performance)	Competent (High Performance)	Exemplary (Exemplary Performance)
Assessment of Achievement of Expected Learning Outcomes				
Assignments, projects, and exams are not related to the outcome(s) identified for the course.	Assignments are related to the outcome(s) identified for the course, however projects, and exams are not related to the outcome(s) identified for the course.	Assignments and projects are related to the outcome(s) identified for the course; however exams are not related to the outcome(s) identified for the course.	Assignments, projects, and exams are related to the outcome(s) identified for the course.	Assignments, projects, and exams are related to the outcome(s) identified for the course and the faculty member insists that teacher candidates incorporate biblical principles in assignments and projects.
Innovative Instruction				
Instructional activities are not related to the outcome(s) identified for the course, are not appropriate for the target student population, does not involve students' participation, and does not promote mastery of concept(s) or content of the course.	Instructional activities are clearly related to the outcome(s) identified for the course, and are appropriate for the target student population, however, instructional activities does not involve students' participation, and does not promotes mastery of concept(s) or content of the course.	Instructional activities are clearly related to the outcome(s) identified for the course, are appropriate for the target student population, involves students' participation, however, instructional activities does not promote mastery of concept(s) or content of the course.	Instructional activities are clearly related to the outcome(s) identified for the course, are appropriate for the target student population, involve students' participation, and promote mastery of concept(s) or content of the course.	Instructional activities are clearly related to the outcome(s) identified for the course, are appropriate for the target student population, involve students' participation, and promote mastery of concept(s) or content of the course and displays institutional dispositions..
Grading/Feedback to Students				
Grading policies do not agree with college policy. Grading techniques are not fair and appropriate for the course. Written feedback to students does not offer constructive criticism and suggestions for improvement.	Grading policies agree with college policy. However, grading techniques are not fair and appropriate for the course and written feedback to students does not offer constructive criticism and suggestions for improvement.	Grading policies agree with college policy, grading techniques are fair and appropriate for the course, however, written feedback to students does not offer constructive criticism and suggestions for improvement.	Grading policy agrees with college policy. Grading techniques are fair and appropriate for the course. Written feedback to students offers constructive criticism and suggestions for improvement.	Grading policy agrees with college policy. Grading techniques are fair and appropriate for the course. Written feedback to students offers constructive criticism and suggestions for improvement. The faculty member utilizes technology grade book software.

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COURSE MATERIALS AND EVALUATION CRITERIA (CONT.)				
Level 0	Level 1	Level 2	Level 3	Level 4
Not Attempted (Unsatisfactory Performance)	Unacceptable (Minimal Performance)	Acceptable (Standard Performance)	Competent (High Performance)	Exemplary (Exemplary Performance)
Instructional Technology				
Instructional technology is not used to enhance the course.	Instructional technology is used to enhance the course; however, it is not related to the outcome(s) identified for the course, is not appropriate for the target student population and does not promote mastery of concept(s) or content of the course.	Instructional technology is used to enhance the course and is related to the outcome(s) identified for the course; however it is not appropriate for the target student population and does not promote mastery of concept(s) or content of the course.	Instructional technology use is clearly related to the outcome(s) identified for the course. Instructional technology use is appropriate for the target student population. Instructional technology use promotes mastery of concept(s) or content of the course.	Instructional technology use is clearly related to the outcome(s) identified for the course. Instructional technology use is appropriate for the target student population. Instructional technology use promotes mastery of concept(s) or content of the course and a minimum of one student assignment incorporate the use of technology.
Instructional Support Materials				
Instructional support materials are not related to the outcome(s) identified for the course, are not appropriate for the target student population, do not promote mastery of concept(s) or content of the course, and have several grammatical errors.	Instructional support materials are clearly related to the outcome(s) identified for the course; however, the instructional support materials are not appropriate for the target student population, do not promote mastery of concept(s) or content of the course, and have several grammatical errors.	Instructional support materials are clearly related to the outcome(s) identified for the course, are appropriate for the target student population; however, instructional support materials do not promote mastery of concept(s) or content of the course, and have several grammatical errors.	Instructional support materials are clearly related to the outcome(s) identified for the course, are appropriate for the target student population, promote mastery of concept(s) or content of the course, and are free of grammatical errors and are written in simple, clear, positive language.	Instructional support materials are clearly related to the outcome(s) identified for the course, are appropriate for the target student population, promote mastery of concept(s) or content of the course, and are free of grammatical errors and are written in simple, clear, positive language and include biblical principles.

1. Assessment of Achievement of expected learning outcomes

Rating: _____

2. Innovative Instruction

Rating: _____

3. Grading/Feedback to students

Rating: _____

4. Instructional Technology

Rating: _____

5. Instructional support materials

Rating: _____

PROFESSIONAL EVALUATION FORM

Rating Scale: **NA** = Not Applicable, **UA** = Unacceptable, **P** = Poor,
 A = Acceptable, **G** = Good, **E** = Excellent

Instructor's Name: _____ Date: _____

Course Title: _____ Course #: _____ Hour: _____

Location: _____ Observer's Name (please print): _____

Observer's Telephone Extension: _____ Observer's Signature: _____

		NA	UA	P	A	G	E
1.	Begins class on time.						
2.	Seems organized and well prepared for class. Captures attention right away.						
3.	Uses time effectively and handles "bookkeeping" matters quickly and efficiently.						
4.	Sets clear objectives (directions) for class.						
5.	Sets a good climate for learning.						
6.	Informs students of their responsibilities.						
7.	Has a good grasp of the content.						
8.	Relates content to previous and/or future lessons.						
9.	Motivates students to participate actively in class.						
10.	Encourages students to interact with one another.						
11.	Clearly states and differentiates main points.						
12.	Uses good transitions between main points.						
13.	Clearly summarizes main points.						
14.	Provides clear examples, illustrations (or encourages students to do so).						
15.	Uses a vocabulary appropriate to students' level.						
16.	Speaks clearly, audibly, and expressively.						
17.	Involves all of the students.						
18.	Asks questions that test for understanding.						
19.	Recognizes when students fail to comprehend.						
20.	Knows names of most students.						
21.	Maintains good eye contact with students.						
22.	Stimulates students' thinking.						
23.	Conveys enthusiasm for subject.						
24.	Sequences activities as well as content.						
25.	Provides clear instructions for homework.						
26.	Finishes class on time.						

		NA	UA	P	A	G	E
27.	Has a good rapport with students.						
28.	Uses technology effectively						
29.	Provides opportunities for spiritual expression.						
30.	Overall Teacher Rating						

31. What are this person's strengths as a teacher?

32. State your recommendation for improving teaching performance.

33. What are some suggestions for innovation (use of technology, other areas of the university doing the same thing, opportunities for cross pollination)?

34. Additional Comments: