

IA 697a Teaching Observation Letter Rubric

Levels of mastery: DEV = Developing; ACC = Accomplished; EX = Exceeds Standards

Format & Tone: The letter is intended for individual improvement.

Criteria	DEV	ACC	EX
1. Letter is formal, polished and addressed to the colleague; includes full contact information of peer reviewer.			
2. Letter projects a professional and collegial tone.			
3. Writing is formal, constructive, objective, and polite.			
4. Writing is concise, logically organized, and easy to follow.			
5. Writing uses appropriate level of academic terminology regarding teaching.			
6. Content facilitates the colleague's reflection on his or her own teaching practice (e.g., questions, "when- then", "what if").			

Detailed Description: Letter conveys a clear sense of the teaching session.

Criteria	DEV	ACC	EX
1. Clarifies observation context: e.g., class title and format, date and location of observation.			
2. Provides brief overview and sequence of observed session (e.g., 1- 2 paragraphs).			
3. References examples of specific learner- centered features of instruction (e.g., how lesson was taught based on needs of students, how students were engaged in learning, how learning was assessed).			

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Constructive Feedback: Letter is tailored to the colleague's teaching and is aimed for improvement.

Criteria	DEV	ACC	EX
1. Feedback is relevant for the colleague and their discipline. Avoids language such as "If I were teaching this course, I would..."			
2. All feedback is supported by specific evidence/examples from the observation.			
3. Analyzes multiple aspects of the observed class period (e.g., Lesson organization, presentation skills, instructor/student interactions, active/collaborative learning, instructional materials, assessment of learning).			
4. Personal preferences or experiences are used sparingly (e.g., "I liked it when...", "If I were teaching...").			

Grounding in Scholarship of Teaching and Learning (SoTL): Letter is grounded in a scholarly approach to teaching and learning.

Criteria	DEV	ACC	EX
1. Outlines areas and options for improvement based on evidence- based, learner- centered practice.			
2. Engages with and may reference meaningful theories, practice perspectives, and resources where relevant to observation.			
3. Uses vocabulary of SoTL in accessible manner.			

Comments: