

Rubric for Evaluating Doctoral Finance Students Teaching in Summer Undergraduate Course
(This form and rubric should be completed by the faculty member evaluating the teaching assignment.)

Student _____

Advisor _____

Course Taught _____

Semester _____

Number of students _____

Date of In-class Observation _____

Assessment will include evaluation of course syllabus, in-class observation and review of teacher course evaluations submitted by students.

The course is _____ lecture format or _____ laboratory/discussion format.

A summary of **written comments** from the faculty member assessing the teaching experience **WILL** be provided to the student by the faculty member evaluating the teaching experience and. A copy of the completed forms (both rubrics and written comments) must be provided to the Doctoral Faculty Advisor and the Director for Graduate Programs and Academic Affairs within 1 week of the completion of the teaching evaluation.

Graduate Outcome Teaching Rubric – Completed by: _____ **Date:** _____

Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Content Knowledge	<input type="checkbox"/> Not familiar with material.	<input type="checkbox"/> Familiar with material. Can handle most learner inquiries.	<input type="checkbox"/> Thorough and complete knowledge of material.
Organization/ Preparation	<input type="checkbox"/> Not prepared for class.	<input type="checkbox"/> Well- prepared for class.	<input type="checkbox"/> Extremely well organized and prepared for class.
Educational Supplements	<input type="checkbox"/> Educational supplements were inappropriate or did not add to student learning.	<input type="checkbox"/> Educational supplements were appropriate.	<input type="checkbox"/> Educational supplements enhanced learning, and added substantially to the class.
Interaction with students	<input type="checkbox"/> Instructor uncomfortable with student interaction, and interacts in only the most basic ways.	<input type="checkbox"/> Instructor interacts competently with students. Comfortable fielding and seeking questions.	<input type="checkbox"/> Instructor interacted very effectively with student learners. Students seek out instructor for assistance.
Delivery of material (lecture or discussion)	<input type="checkbox"/> Material was poorly delivered. Speaking or mannerisms created distractions limiting effectiveness.	<input type="checkbox"/> Material was well delivered. No speaking or teaching mannerisms to distract the learner	<input type="checkbox"/> Material was delivered in a clear and understandable fashion. Delivery style engaged learners in the process.

Student Name:

Date:

Assessment of learning	<input type="checkbox"/> Assessments are non-existent; or inappropriate for context.	<input type="checkbox"/> Assessments are very well done. Accurately reflect content taught; and assess higher level learning and thinking.	<input type="checkbox"/> Assessments are exceptional. Accurately reflect content taught; higher level learning, and demonstrate thorough learner grasp of concepts and theory.
Improvements in Instructional practice	<input type="checkbox"/> Instructional practices are not adjusted to improve student learning; or in response to feedback	<input type="checkbox"/> Instructional practices are creative and innovative. Learners respond to instruction.	<input type="checkbox"/> Exceptional instructional practices. Learners are stimulated and engaged. Instructor is responsive and applies feedback.
Ethics	<input type="checkbox"/> Documentation is inadequate	<input type="checkbox"/> Documentation is adequate	<input type="checkbox"/> Documentation is excellent
Overall Assessment	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Meets expectations	<input type="checkbox"/> Exceeds expectations

Completed by: _____ Date: _____

Written comments from Teaching Evaluator concerning performance on Teaching Experience:

Teaching Evaluator Signature _____ Date: _____