

**DMGS - Observation & Evaluation Rubric ( ) Date:**

<b>Criteria</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Curriculum</b>	The instructor presents clear and succinct evidence of planning an innovative and creative course that aligns with curriculum requirements.	The instructor demonstrates signs of planning and organization, and follows a logical flow that coincides with the course curriculum requirements.	The instructor includes instruction, formative assessment, and reflection components outlined because does not show a clear correlation of lessons plans within the course curriculum requirements.	The instructor does not meet standards for alignment of instruction, assessment, and reflective information which correlates to the course curriculum requirements.
<b>Syllabus</b>	Syllabus contains all requirement components that align with the School's academic policy. Course description section includes all learning outcomes, goals, and objectives. Syllabus is standardized (same prefix and course number) taught at the School.	Syllabus is available on the Student Information System as a .pdf and downloadable document. Syllabus contains all components required by the School's academic policy.	Syllabus does not contain all components of the standardized syllabus template to clearly outline the School's ILOs, PLOs, and CLOs, overview, classroom policies, and weekly assessments, discussions, and classroom materials.	Syllabus contradicts university-policy statements on academic conduct and support systems; or syllabus does not include any required information outlined by the School's academic policy.
<b>Time Management</b>	N/A	The instructor begins class on time.	The instructor does not begin class on time.	The instructor cancels class; or is not present for class.
<b>Course Materials</b>	Course materials include authors and notable information. Course materials includes related information on national, regional, and global events that are pertinent to the course learning outcomes. Instructor-created	Course readings include influential and current peer-reviewed journal articles when pertinent to course learning outcomes. Course content is presented in multiple formats. Linked content follows	Not all required courses materials are specified in the course syllabus. Syllabus does not specify which resources must be used for the respective weekly discussions and assignments.	There are no required course materials. Required resources are not equitably available to all students.

	materials demonstrate fair attention to topics and issues regardless of personal beliefs and without revealing one's bias or appearing to push a personal agenda.	recommended best practices for accessibility.		
<b>Communication of Course Learning Outcomes (CLOs)</b>	Learning outcomes are explicitly cited in the syllabus as related to standards and goals set by the School and the accrediting body. Learning outcomes include development of skills relevant to living and working in a diverse world of national security.	Learning outcomes are listed in the syllabus and identify specific, measurable skills. Every learning outcome is measured by at least one graded assignment.	The learning outcome being measured is noted in the assignment, but it is not communicated to the students to understand alignment.	CLOs are not provided for the course; or instructor does not clearly communicate the CLOs for the classroom.
<b>Classroom Climate</b>	The instructor consistently uses verbal and body language that is responsive to students and encourages student participation. Instructor treats all students equally and is responsive to different educational backgrounds and learning needs.	The instructor has established classroom norms that foster a positive and inclusive environment. Instructor encourages interaction between students.	The instructor uses practices that increases students' motivation and foster a growth mindset but fails to sustain such initiative throughout the course.	The instructor does not utilize the proper tools to increase student motivation and interest to bolster effective learning and growth mindset.
<b>Style of Presentation</b>	Instructor incorporates appropriate eye contact and effective non-verbal communication. Instructor avoids distracting mannerisms or speech	Instructor volume, pace, and diction allows observer to follow the class session. Instructor faces students when speaking.	Instructor is engaging, responsive, and constructive but does not present the necessary tone and content in his/her presentation to	Instructor is not engaging, responsive, or constructive and does not exude confidence in knowledge of the topic. Instructor uses inappropriate or offensive gestures and/or speech. Instructor

	patterns, such as filler words and nervous habits.		exude confident and knowledge of the topic.	displays a negative attitudes in tone and/or content.
<b>Knowledge of Subject</b>	Instructor's factual statements are consistent with current knowledge in the field. Instructor correctly answers questions about course-level content. Instructor's answers questions confidently, clearly, and simply.	Instructor answer questions accurately and clearly for student's comprehension.	Instructor answers questions, but does not have a confidence in his/her presentation of the information.	Instructor does not appear to understand course content.
<b>Appropriate Content Level &amp; Discipline Specific Language</b>	Class content appropriately challenges students and promotes mastery of course learning objectives. Instructor uses discipline-specific and academic language.	The instructor balances most the time leading students in higher-order thinking activities. Instructor explains use of discipline-specific terms.	Instructor engages students in higher-order thinking skills during class, but not sufficiently to challenge students. Instructor facilitates the use of discipline-specific language by students.	Class content is too easy or difficult for student knowledge level. Instructor does not encourage higher-order thinking. Instructor does not use, or incorrectly uses, discipline-specific and/or academic language.
<b>Active Learning</b>	Instructor uses active-learning exercises after no more than 30 consecutive minutes of lecture and ensures all students are on-task. Instructor is responsive to student engagement and adjusts strategy accordingly and facilitates student-led explanations and/or discussions.	Instructor uses active-learning exercises no more than 15 consecutive minutes of lecture and requires students to submit or present in-class work by the end of class. Where appropriate, instructor leverages student use of electronic technology to facility active learning.	Class session contains at least one active-learning exercise to apply course content.	Instructor uses no active-learning exercise; or has unrealistic expectations for active-learning exercise; or uses inappropriate or offensive active-learning exercises; or uses active-learning exercises that are not accessible to everyone in the class.

<b>Communication with Students</b>	Syllabus encourages students to contact instructor outside of class and emboldens students to provide feedback to the instructor.	Syllabus provides contact information for instructor, as well as preferred method of contact.	Syllabus indicates how long students should wait for a response.	Preferred method of contact is inappropriate or not feasible for all students.
<b>Student Engagement</b>	Syllabus indicates students' statements of fact should be based on facts from course materials or other credible sources and appropriately cited during classroom discussions and for students to take leadership roles in class. Students add unique, discipline-based content to the course and incorporate professional codes of ethics that aligns with the School's code of conduct. Instructor enforces such policies.	Syllabus outlines expectation for inclusive behavior in the course. Syllabus provides other classroom norms relevant to the course learning outcomes. Syllabus establishes that students assume responsibility for their learning through active learning and experiential learning. Instructor enforces such policies.	Syllabus establishes expectations that students' communication, behavior, and participation are respectful and appropriate but instructor does not enforce such expectations.	Syllabus has no reference to expectations for appropriate classroom behavior; or students do not engage or participate in class.
<b>Formative Assessment/Feedback</b>  <b>N/A not discussed in class within this lesson</b>	Instructor provides students constructive and encouraging feedback on how to improve their comprehension or performance in class.	Instructor provides information to students about their performance on class activities compared to a pre-established standard.	Instructor leads students in structured reflection of class learning activities, but does not provide sufficient feedback and instruction for expectations of class participation and classroom assessments.	Instructor violates FERPA by publicly sharing student grades from class participation or classroom assessments; or instructor provides non-constructive and/or discouraging feedback; or compares student work to an ambiguous or unrealistic standard.

*\*\*Rubric adopted from the University of Southern California*