

**Faculty Evaluation Rubric - Form C**  
For Counseling & Non-Instructional

Area Being evaluated	<b>Strong (S)</b>	<b>Competent (C)</b>	<b>Marginal (M)</b>	<b>Unsatisfactory (U)</b>
Goals & Objectives	Instructor specifically writes goals on board and/or states class goals, which support course objectives.	Instructor's goals are sufficiently clear and adhere to course objectives.	Instructor's explanation of goals is weak, missing or does not support specific course objectives.	Instructor has no stated or perceived goals and/or objectives for the class and activities do not support course objectives.
Organization of Session	Instructor is very well organized and utilizes previous information to scaffold student's learning	Instructor has session prepared which follows course outlines and provides adequate information to student	Instructor has a session prepared but it does not support course objectives, or the lesson plan loses focus at points.	Instructor has a lesson plan which is rambling, disjointed or did not relate to the objectives of this course.
Use of Class Time	Instructor utilized every moment of student contact as a learning opportunity. Time was allocated perfectly for planned activities.	Instructor's use of class time was well-planned and well-paced for this course.	Instructor spent more time off subject than on; in addition, time for activities was miscalculated so as to be too rushed or too slow for the students, or the instructor was a few minutes late or let the class go slightly early.	Instructor wasted valuable class time or seriously misallocated time in directions that do not support the purpose of this course, or the instructor was significantly late or let the class go significantly early.
Classroom Management	Instructor is in control of all activities conducted in class and instructor monitors students' activities and manages discussions very well.	Instructor maintains adequate control of the classroom environment and monitors students' activities and class discussions. The students were prepared for class and were kept on task.	Instructor controls the class too much so as to be stifling or not enough so as to appear too lax. Some students may lack class materials and/or the instructor failed to keep them on task in a few instances.	Instructor loses control of the classroom environment and/or student activities so as to produce a sense of chaos that does not support the purpose of this course. The students are unprepared and/or the instructor failed to keep them on task.
Expertise	Instructor demonstrates superior knowledge of the subject matter and explains it well to the students.	Instructor has adequate knowledge of the subject matter and can explain it sufficiently well for students.	Instructor knows the subject matter somewhat well but is unable to explain it well to the students.	Instructor appears to be lacking in basic knowledge about this subject matter.
Counseling Delivery Techniques	Instructor demonstrates superior knowledge of current teaching methodology and applies in ways that stimulate independent learning in the students.	Instructor adequately applies current teaching methodologies and in doing so, helps students learn the subject matter.	Although the Instructor appears to know some of the current teaching methodologies, they are not applied consistently in class.	Instructor seems unaware of current teaching methodologies and because of it, hinders student learning.
Presentation & Delivery	Instructor's presentation is professional, clear and eloquent. In addition, delivery is stimulating and dynamic.	Instructor's presentation is clear and direct; in addition, delivery is adequate and engaging.	Instructor's presentation is unclear and somewhat confusing; in addition, delivery is weak.	Instructor's presentation is monotone, uninteresting, unprofessional and/or very confusing; in addition, delivery is boring and dull or difficult to understand.
Student Involvement	Instructor provides ample opportunity for student involvement through questions, activities, reflection and/or small group work.	Instructor provides for student involvement through questions, class activities, discussions, and/or group work.	Instructor provides very few opportunities for students to become involved, to work with the subject matter or to ask questions	Instructor does not provide opportunities for students to become involved, does not promote questions or discussion nor allows for group work.

Rapport	Instructor demonstrates superior rapport with the students; Instructor knows their names and appears to have built a strong classroom atmosphere of collegiality and respect.	Instructor demonstrates adequate rapport with students; Instructor knows their names and has an adequately comfortable classroom atmosphere.	Instructor knows students' names but does not interact sufficiently with them so as to build a strong classroom atmosphere.	Instructor appears reflect a lack of respect towards students and does not know their names; classroom atmosphere is sterile and/or cold.
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