<table>
<thead>
<tr>
<th>Lesson Preparation</th>
<th>Does not meet expectations</th>
<th>Needs improvement</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor developed appropriate learning outcomes for the session</td>
<td>Learning outcomes were inappropriate for students’ prior knowledge/experience into account or did not consider; were inappropriate for course/discipline/assignment; too many learning outcomes developed</td>
<td>Learning outcomes only loosely considered students’ past knowledge/experience; may not have been achievable in allotted time frame; used jargon/inappropriate disciplinary terminology; did not tie learning outcomes to lifelong learning</td>
<td>Learning outcomes were designed to best meet students’ prior knowledge/experience; in line with course/discipline/assignment expectations; feasible in allotted time frame</td>
<td>Learning outcomes developed from perspective of threshold concepts or Brescia’s IL definition; demonstrated evidence that outcomes specifically developed to individual students in this course;</td>
</tr>
<tr>
<td>The instructor developed appropriate assessments of student learning</td>
<td>No assessment of student learning was included; assessment methods were unrelated to learning outcomes</td>
<td>Assessment methods were related to learning outcomes but did not directly measure them; assessment methods were not achievable in the allotted time frame</td>
<td>In-class assessment methods directly measured session learning outcomes and were feasible in the allotted time frame</td>
<td>Multiple appropriate assessments used (e.g. homework, quizzes, handout, activity, etc); grading or follow-up feedback used</td>
</tr>
<tr>
<td>The instructor developed appropriate teaching and learning activities</td>
<td>Teaching and learning activities were not related to learning outcomes; were teacher-centric; no active learning techniques were used; activities were not at all achievable in allotted time frame/large amounts of time went unused</td>
<td>Teaching and learning activities were related to learning outcomes but do not necessarily help to achieve these outcomes; only some activities were active; lesson needed to be adjusted as slightly too much/too little was planned</td>
<td>Teaching and learning activities employed active learning; enabled students to achieve learning outcomes; were achievable in the allotted time frame; well-suited to the circumstances under which they were learning</td>
<td>Instructor arranged for flipped classroom, homework, multiple in-class activities or other technique to allow for repeated coverage of learning outcome(s); activities were active and flexible with timing;</td>
</tr>
<tr>
<td>Lesson materials were accessible to all students in the class</td>
<td>Session was not AODA complaint: requests for accommodation ignored or not solicited</td>
<td>Session was AODA complaint but material was not available to students in advance of the session; session material and instructions were only presented in one format (e.g. verbal or written, but not both)</td>
<td>Session was AODA complaint (all requests for accommodation responded to); the instructor made materials available to students at least 3 days in advance of the lesson; material and instructions were delivered in multiple ways (verbal, handout/PowerPoint, video)</td>
<td>The instructor used the three main principles of Universal Design for Learning (deliver material in multiple ways; allow students to then engage with material in multiple ways; allow students to demonstrate knowledge in multiple ways); session was AODA compliant</td>
</tr>
<tr>
<td>Lesson Delivery</td>
<td>Does not meet expectations</td>
<td>Needs improvement</td>
<td>Meets expectations</td>
<td>Exceeds expectations</td>
</tr>
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</tr>
<tr>
<td>The instructor was organized</td>
<td>The entire lesson was disorganized, with more than one problem of the following: did not bring all necessary supplies; was not prepared to start on time; was not familiar with the lesson plan</td>
<td>The instructor was somewhat disorganized (did not bring all necessary supplies; was not prepared to start on time; scaled content to amount of time available; was not familiar with the lesson plan)</td>
<td>The instructor was organized throughout the lesson by bringing all necessary supplies, being prepared to start on time, scaled content to amount of time available, and being familiar with the lesson plan</td>
<td>The instructor was on time and was exceptionally well-organized; they anticipated different possible outcomes to the lesson and prepared for each one</td>
</tr>
<tr>
<td>The instructor presented content in a variety of ways (written, oral, visual, online, etc), integrated technology, and selected delivery methods appropriate to student needs</td>
<td>The instructor did not present content in a variety of ways; did not integrate technology appropriately into the lesson; did not adapt the lesson plan to address different students’ learning styles and abilities</td>
<td>The instructor inconsistently presented content in a variety of ways; was unfamiliar with; and slightly adapted the lesson plan to fit the learning styles and abilities of students</td>
<td>The instructor presented content in various engaging and informative ways, integrated technology, and adapted methods and delivery to address all students’ learning styles and abilities</td>
<td>The instructor presented content in a variety of engaging and informative ways which were suited to the class, integrated technology, and adapted methods and delivery to address all students’ learning styles and abilities</td>
</tr>
<tr>
<td>The instructor used effective classroom management strategies</td>
<td>The instructor did not use any classroom management strategies effectively</td>
<td>The instructor used some effective classroom management strategies but could improve in others (clear directions; smooth transitions between activities; appropriately managed challenging behaviour; modified teaching to match class style)</td>
<td>The instructor gave clear directions; made smooth transitions between activities; appropriately managed challenging behaviour; modified teaching to match class style</td>
<td>Classroom management strategies were not obvious as expectations were so clear</td>
</tr>
<tr>
<td>The instructor’s teaching style was warm and inviting</td>
<td>The instructor’s teaching style was harsh or uninviting</td>
<td>The instructor’s teaching style was only warm and inviting for part of the session (e.g. best possible use of voice, eye contact, gestures, etc)</td>
<td>The instructor’s teaching style was warm and inviting throughout the session (e.g. best possible use of voice, eye contact, gestures, etc)</td>
<td>The instructor’s teaching style was so inviting that students/participants verbally commented on it</td>
</tr>
<tr>
<td>The instructor provided follow-up opportunities for students after the completion of the lesson</td>
<td>The instructor did not provide students with multiple follow-up opportunities; The instructor actively discouraged follow-up</td>
<td>The instructor provided students with one follow-up opportunity after the lesson but only verbally or in writing, not both</td>
<td>The instructor provided students with multiple follow-up opportunities after the lesson (e.g. email, phone, drop-in, ASK chat, etc) either in writing or verbally</td>
<td>The instructor provided students with multiple follow-up opportunities after the lesson (e.g. email, phone, drop-in, ASK chat, etc) both in writing and verbally</td>
</tr>
<tr>
<td>Overall</td>
<td>Does not meet expectations</td>
<td>Needs improvement</td>
<td>Meets expectations</td>
<td>Exceeds expectations</td>
</tr>
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</tr>
<tr>
<td>Did they do what they planned to do</td>
<td>The instructor did not deliver the lesson that was planned</td>
<td>Overall, the lesson plan was more thorough than how the lesson was delivered; some elements of the lesson delivery fell short of what was planned</td>
<td>The instructor’s lesson delivery and lesson plan were aligned</td>
<td>The instructor was able to deliver an even higher quality of lesson than what was planned</td>
</tr>
<tr>
<td>Did they implement feedback from past years</td>
<td>The instructor has not implemented feedback or suggestions from previous assessments</td>
<td>The instructor has implemented some of the feedback or suggestions from previous assessments; the instructor is encouraged to continue their work in implementing feedback</td>
<td>The instructor has implemented feedback and suggestions from previous assessments into their teaching</td>
<td>The instructor has an excellent understanding of their teaching strengths and areas for improvement based on their last assessment</td>
</tr>
<tr>
<td>Did they incorporate professional development goal from past years</td>
<td>There is little or no evidence that instructor is working toward their professional development goal</td>
<td>Progress and development toward achieving the learning goal was evident. The instructor is encouraged to continue their work in achieving their goal</td>
<td>The instructor achieved the goal developed for previous performance plan; professional development goal evident in teaching, if applicable</td>
<td>The instructor has incorporated their goal into their teaching repertoire seamlessly; the instructor is now a leader in this area for our program</td>
</tr>
<tr>
<td>Did they meet program expectations</td>
<td>Overall, the instructor does not meet the teaching requirements of our program</td>
<td>Overall, the instructor meets some of the important teaching requirements of our program (e.g. session is aligned; session is accessible; session is engaging)</td>
<td>Overall, the instructor meets the important teaching requirements of our program (e.g. delivers an aligned, accessible and engaging session)</td>
<td>Overall, the instructor exceeds our expectations for teaching</td>
</tr>
</tbody>
</table>

Comments
Sample Faculty Feedback Form

1. The library instructor presented the subject matter in a clear, understandable, and organized manner:
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

2. The library instructor made the session relevant to my students’ needs:
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

3. The library instructor’s style of presentation was energetic and friendly:
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

4. The instructor encouraged students to actively participate in the lesson:
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

5. To what degree did the library instruction session meet your expectations?
   a. Did not meet expectations at all
   b. Only slightly
   c. Somewhat
   d. Very much
   e. Exceeded expectations

6. Are there any aspects of the library instruction session that you think were especially good?

   
   
   
   

7. Are there any changes that could be made to improve the library instruction session?

   
   
   
   

8. Do you have any other comments?

   
   
   
   

Heather Campbell

Brescia University College, 2015
Sample Student Feedback Form

1. Please answer a few questions about your library instructor:

B. The library instructor presented the subject matter in a clear, understandable, and organized manner:
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

D. The library instructor’s style of presentation was energetic and friendly:
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

C. The library instructor made the session relevant to my needs:
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

E. The library instructor encouraged students to actively participate in the lesson:
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

F. Do you have any additional comments about your library instructor?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. One thing you’re thinking of differently after today’s lesson:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. One thing you could or should put into practice:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. One thing you still need help with:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please leave your name and email address if you’d like a librarian to follow up with you:
________________________________________________________________________
Sample Self-Evaluation Form

What aspects of the session went well?

__________________________________________

__________________________________________

Were there parts of the session that you would change or improve upon next time?

__________________________________________

__________________________________________

What teaching skills would you like to develop further over the next year? (Stuck for ideas? See the ACRL Standards for Proficiencies for Instruction Librarians and Coordinators to get you started: http://www.ala.org/acrl/standards/profstandards)

__________________________________________

__________________________________________

How will you go about developing these skills over the next year?

__________________________________________

__________________________________________

How will you know when you are successful?

__________________________________________

__________________________________________

What barriers may prevent you from achieving your goals? What are some potential solutions to these barriers?

__________________________________________

__________________________________________

What resources are needed to ensure your success? (e.g. time, support, mentoring, research, etc)

__________________________________________

__________________________________________