

Lesson Preparation				
	Does not meet expectations	Needs improvement	Meets expectations	Exceeds expectations
The instructor developed appropriate learning outcomes for the session	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	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	Learning outcomes were designed to best meet students' prior knowledge/experience; in line with course/discipline/assignment expectations; feasible in allotted time frame	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;
The instructor developed appropriate assessments of student learning	No assessment of student learning was included; assessment methods were unrelated to learning outcomes	Assessment methods were related to learning outcomes but did not directly measure them; assessment methods were not achievable in the allotted time frame	In-class assessment methods directly measured session learning outcomes and were feasible in the allotted time frame	Multiple appropriate assessments used (e.g. homework, quizzes, handout, activity, etc); grading or follow-up feedback used
The instructor developed appropriate teaching and learning activities	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	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	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	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;
Lesson materials were accessible to all students in the class	Session was not AODA complaint: requests for accommodation ignored or not solicited	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)	Session was AODA compliant (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)	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

Lesson Delivery				
	Does not meet expectations	Needs improvement	Meets expectations	Exceeds expectations
The instructor was organized	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	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)	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	The instructor was on time and was exceptionally well-organized; they anticipated different possible outcomes to the lesson and prepared for each one
The instructor presented content in a variety of ways (written, oral, visual, online, etc), integrated technology, and selected delivery methods appropriate to student needs	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	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	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	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
The instructor used effective classroom management strategies	The instructor did not use any classroom management strategies effectively	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)	The instructor gave clear directions; made smooth transitions between activities; appropriately managed challenging behaviour; modified teaching to match class style;	Classroom management strategies were not obvious as expectations were so clear
The instructor's teaching style was warm and inviting	The instructor's teaching style was harsh or uninviting	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)	The instructor's teaching style was warm and inviting throughout the session (e.g. best possible use of voice, eye contact, gestures, etc)	The instructor's teaching style was so inviting that students/participants verbally commented on it
The instructor provided follow-up opportunities for students after the completion of the lesson	The instructor did not provide students with multiple follow-up opportunities; The instructor actively discouraged follow-up	The instructor provided students with one follow-up opportunity after the lesson but only verbally or in writing, not both	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	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

Overall				
	Does not meet expectations	Needs improvement	Meets expectations	Exceeds expectations
Did they do what they planned to do	The instructor did not deliver the lesson that was planned	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	The instructor's lesson delivery and lesson plan were aligned	The instructor was able to deliver an even higher quality of lesson than what was planned
Did they implement feedback from past years	The instructor has not implemented feedback or suggestions from previous assessments	The instructor has implemented some of the feedback or suggestions from previous assessments; the instructor is encouraged to continue their work in implementing feedback	The instructor has implemented feedback and suggestions from previous assessments into their teaching	The instructor has an excellent understanding of their teaching strengths and areas for improvement based on their last assessment
Did they incorporate professional development goal from past years	There is little or no evidence that instructor is working toward their professional development goal	Progress and development toward achieving the learning goal was evident. The instructor is encouraged to continue their work in achieving their goal	The instructor achieved the goal developed for previous performance plan; professional development goal evident in teaching, if applicable	The instructor has incorporated their goal into their teaching repertoire seamlessly; the instructor is now a leader in this area for our program
Did they meet program expectations	Overall, the instructor does not meet the teaching requirements of our program	Overall, the instructor meets some of the important teaching requirements of our program (e.g. session is aligned; session is accessible; session is engaging)	Overall, the instructor meets the important teaching requirements of our program (e.g. delivers an aligned, accessible and engaging session)	Overall, the instructor exceeds our expectations for teaching
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?

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)
