



Appendix B: Behaviors Rubric

Section 1: Class Session Organization	
Objectives for the session were articulated to students.	
Instructions were clear and precise.	
Engaged students by moving throughout classroom, making eye contact, etc.	
Dedicated appropriate amount of time to each section/activity; session did not feel rushed	
Session was well-organized and content was presented in a logical order.	

Section 2: Teaching Delivery	
Criteria	Comments
Spoke loudly and clearly.	
Avoided using library jargon when possible; when jargon was used, clearly explained the terms.	
Used examples to illustrate ideas or demonstrate new concepts.	

Section 2: Teaching Delivery	
Repeated student questions / answers for the class to hear.	
Provided context throughout the session; explained why actions are taken.	
Utilized active learning strategies.	
Periodically checked in for understanding; encouraged questions.	
Varied explanations for new or reinforced concepts.	
Used examples or references to prior knowledge to illustrate ideas or introduce new concepts.	
Instructional materials (course guides, handouts, etc.) added value to the session.	
Effectively used various teaching tools to enhance learning and engagement (i.e. slides, etc.)	
Asked questions and had adequate wait time for responses.	
Made effort to assess learning and gauge effectiveness of the session.	

Observation Summary
Strengths Observed:
Areas for Growth:
Actionable Feedback and Resources:
Reflection: