

Evaluation of Teaching Effectiveness Resource—Correlation of Teaching Effectiveness Criteria to Evaluative Tools

FTFHB Criteria	SEQ Statement(s)	Classroom Observation Report	Chair’s Annual Evaluation	Faculty Annual Activity Summary
1. Displays expert knowledge, preparation, and organization	Contrasted implications of theories (21) Presented background of ideas (22) Presented various points of view (23) Discussed current developments (24)	Instructor displays expert knowledge, preparation, and organization (1)	Displays expert knowledge, preparation, and organization (1)	
2. Develops rigorous and academically challenging courses	Intellectually challenging and stimulating (1)	Lesson is rigorous and academically challenging (2)	Develops rigorous and academically challenging courses (2)	Innovations/Modifications Other
3. Composes learning-centered materials (syllabi, handouts, etc.)	Materials well prepared and explained (10)	Materials distributed or displayed in class are learning-centered (3)	Composes learning-centered materials (syllabi, handouts, etc.) (3)	Innovations/Modifications Other
4. Uses technology to enhance teaching and learning (Moodle, Turnitin, Panopto, etc.)		Technology enhances delivery of content and contributes to student comprehension (4)	Uses technology to enhance teaching and learning (Moodle, Turnitin, Panopto, etc.) (4)	Innovations/Modifications Other
5. Involves students in the learning process	Encouraged class discussion (13) Invited to share ideas and knowledge (14) Express own ideas to instructor (16)	Instructor involves students in the learning process (5)	Involves students in the learning process (5)	Innovations/Modifications Other
6. Provides high-impact educational experiences when appropriate (e.g., linked courses, writing-intensive courses, capstone courses, collaborative assignments, supervised research, e-portfolio, service learning, and community-based learning)		Method of Instruction	Provides high-impact educational experiences when appropriate (e.g., linked courses, writing-intensive courses, capstone courses, collaborative assignments, supervised research, e-portfolio, service learning, and community-based learning) (6)	Other
7. Commands attention and respect	Interest in subject increased (3) Instructor’s humor enhanced presentations (7) Presentation style held interest (8)	Instructor commands the attention and respect of students (6)	Commands attention and respect (7)	

8. Presents subject clearly and precisely	Explanations were clear (9) Lectures facilitated note-taking (12)	Instructor presents the subject clearly and precisely (7)	Presents subject clearly and precisely (8)	
9. Displays enthusiasm	Instructor was enthusiastic (5) Dynamic and energetic (6)	Instructor displays enthusiasm for the subject and for the practice of teaching and learning (8)	Displays enthusiasm (9)	
10. Maintains productive rapport in and out of the classroom	Instructor interacted well with students (17) Students welcomed to seek help/advice (18) Instructor genuinely interested in students (19) Instructor accessible to students (20)	Instructor establishes and maintains a productive level of rapport (9)	Maintains productive rapport (10)	
11. Answers questions clearly and effectively	Encouraged to ask questions and given meaningful answers (15)	Instructor answers questions clearly and effectively (10)	Answers questions clearly and adequately (11)	
12. Facilitates student learning	Learned something valuable (2) Learned and understood subject materials (4) Required readings/text were valuable (28) Readings, homework, etc. contributed to appreciation and understanding of subject (29)	Student behavior and responses to questions and tasks indicate that learning is taking place (11)	Facilitates student learning (12)	
13. Aligns exams, assignments, and other materials with course goals and outcomes	Proposed objectives agreed with actual (11) Exams tested course material as emphasized (27)		Aligns exams, assignments, and other materials with course goals and outcomes (13)	Innovations/Modifications Other
14. Provides timely and constructive feedback on exams, papers, and other course assignments	Feedback on exams and grades was valuable (25) Evaluating work fair & appropriate (26)		Provides timely and constructive feedback on exams, papers, and other course assignments (14)	
15. Displays commitment to reflecting on and refining course design and delivery			Displays commitment to reflecting on and refining course design and delivery (15)	Innovations/Modifications Other
16. Fulfills teaching responsibilities as outlined in the FTFHB			Fulfills faculty responsibilities regarding syllabi as outlined in the FTFHB (16)	