

Evaluation of Teaching Effectiveness Resource—Criteria and Representative Descriptors

TOPIC	Teaching Effectiveness Criterion	Language on Classroom Observation Form	Descriptors
Expertise	1. Displays expert knowledge, preparation, and organization	<i>Instructor displays expert knowledge, preparation, and organization.</i>	Instructor’s command of subject matter is evident in ability to deliver and interpret information, answer questions, reformulate explanations, present background on and contrast various theories, present divergent viewpoints, and discuss current developments. Objective and purpose of lesson are clear. Lesson is organized logically, and content is sequenced effectively. Pace is appropriate to level of course.
Rigor	2. Develops rigorous and academically challenging courses	<i>Lesson is rigorous and academically challenging.</i>	Instructor engages students in serious intellectual work, which may include analyzing processes, experiences, ideas, or arguments; applying facts, theories, or discipline-specific methods to practical problems and new situations; evaluating points of view, decisions, or information sources; creating new ideas or interpretations from information and evidence. Instructor stimulates critical thinking by asking open-ended questions, encouraging students to support opinions with logical arguments, and asking them to recognize biases and assumptions that affect their thinking. Class session provides appropriate level of challenge and is designed to help students grow intellectually and to foster their intellectual curiosity.
Materials	3. Composes learning-centered materials	<i>Materials distributed or displayed in class are learning-centered.</i>	Reading assignments, handouts, projected texts and images and other materials are clear, current (when warranted), and plainly supportive of the lesson. Materials are intended to spark students’ interest and inspire their engagement.
Technology	4. Uses technology to enhance teaching and learning	<i>Technology enhances delivery of content and contributes to student comprehension</i>	<p>Technology, when used, clearly supports learning objectives and helps deepen students’ understanding of course content. Technological materials are clear, readable/audible, and accessible to all students in the room. Technology may be used to provide instructor with real-time measure of student comprehension and to provide students with enhanced opportunities to actively participate in their learning. Technology does not distract from learning or substitute for more effective pedagogies.</p> <p>For all classes taught in a semester, the instructor maintains a page (including syllabus) on the College’s learning management system and posts grades electronically and regularly; provides for routine and timely communication with students; uses online academic management system to verify rosters, post mid-term and final grades, and submit retention documents; uses technological strategies in an intentional and professional manner that contributes in definable ways to student learning.</p>

Active Learning	5. Involves students in the learning process	<i>Instructor involves students in the learning process.</i>	Instructor asks questions and encourages students to participate in class discussions, to share their ideas and knowledge with the instructor and one another, to ask questions, and to question the instructor. Student feedback allows the instructor to assess whether students are understanding the lesson. Active learning strategies (e.g., in-class exercises, group work, peer review) center on important questions and issues, reinforce the methods and logic of inquiry in the field, and challenge students to reach above their previous level of understanding.
HIP	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)	<i>Activities are effectively aligned with objectives of high-impact educational experience.</i>	If class is part of a high-impact educational experience, the day's lesson clearly fits with overall structure and advances the objectives of the course.
Presence	7. Commands attention and respect	<i>The instructor commands the attention and respect of students.</i>	Instructor communicates in a manner that holds students' interest across the classroom: speaks in a clear, audible, modulated voice; maintains eye contact; directs questions to a variety of students. Humor, if used, is appropriate to the subject and audience. Distractions (phones, side talking, etc.) are minimal and addressed when necessary. Students' conduct (note taking, body language, participation, etc.) suggests that they are actively engaged.
Clarity	8. Presents subject clearly and precisely	<i>The instructor presents the subject clearly and precisely.</i>	Clarity and precision are evident in a number of ways: terms, concepts and principles are carefully defined and illustrated; processes, techniques and formulas are fully explained; new ideas and concepts are related to more familiar ones; key ideas are occasionally summarized or restated. Goals and objectives of the class period are clear, and main points may be outlined. Instructor adjusts pace of delivery to complexity of information, avoids excessive digression, and uses visuals (including whiteboard) in an effective manner. When lecturing, instructor is cognizant of students' efforts to take notes.
Enthusiasm	9. Displays enthusiasm	<i>The instructor displays enthusiasm for the subject and for the practice of teaching and learning</i>	Level of preparation and style of delivery suggest that the instructor considers the material to be worthy of study. Any displays of enthusiasm are appropriate for the subject matter.

Rapport	10. Maintains productive rapport	<i>The instructor establishes and maintains a productive level of rapport.</i>	Instructor interacts well with students and seems interested in helping them learn. Instructor listens attentively to students' ideas, answers, opinions and questions, and responds in encouraging, supportive manner. Instructor treats students with respect, is sensitive to classroom diversity, and avoids exclusionary language.
Response to Questions	11. Answers questions clearly and effectively	<i>The instructor answers questions clearly and effectively.</i>	Instructor encourages students to ask questions and gives meaningful, clear responses. Ensures that entire class has heard any questions or answers, directs questions to the entire class when warranted, responds tactfully to confusing or repeated questions.
Learning	12. Facilitates student learning	<i>Student behavior and responses to questions and tasks indicate that learning is taking place.</i>	The quality of student participation (answering and asking questions, offering illustrations and definitions, making connections to previously covered material, performing adequately on in-class exercises, responding accurately to quizzes, etc.) provides some evidence that learning is taking place.
Exams/ Assignments	13. Aligns exams, assignments, and other materials with course goals and outcomes		Instructional activities are designed to develop and reinforce stated learning outcomes; assessments measure progress toward stated outcomes. How activities, assessments and outcomes align is evident or clearly communicated to students. Activities and assessment are scheduled in a manner (scaffolding, interleaving, etc.) that effectively helps students master and demonstrate outcomes.
Feedback	14. Provides timely and constructive feedback on exams, papers, and other course assignments		Feedback (written or oral) on substantive assessments is provided in a timeframe most useful and meaningful to students (e.g., during drafting stages of an essay, before the next assignment is due, within two weeks of exam date). Feedback is relevant to assignment and course goals, useful, specific, and neutral or positive in tone. Rubrics, when used, are clear and contribute to student learning.
Development	15. Displays commitment to reflecting on and refining course design and delivery		Commitment maybe be demonstrated in any number of ways: syllabi in often-taught courses evolve to reflect changes in discipline, pedagogy, and assessment; instructor participates in College-sponsored or external faculty development workshops; instructor convincingly describes (in self-reflective essay, annual activity report, etc.) efforts at continuous improvement.