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| During the Observed Session: | Not at All | Somewhat | Satisfactory | Outstanding |
| The instructor provides objectives for the class session (written, verbal, or both). | None provided | Objectives aren’t very clear or observable; are barely mentioned and not written down | Mostly clear and observable objectives that are either easily visible and somewhat discussed OR somewhat visible and discussed in some detail | List of clear and observable objectives that are easily visible and are discussed in some detail |
| The instructor relates the session content to learning outcomes for the course. | None provided | Briefly mentions how the content will be helpful in the future | The instructor gives a clear explanation on how the session content relates to specific learning outcomes | The instructor gives a clear explanation of why they’ve done what they’ve done so far and how the current session’s content relates to specific learning outcomes |
|  | *A good learning objective is:*  *Clear – a student understands what it means and what he or she should be able to do as a result of the teaching at hand.*  *Observable – the instructor can observe whether the student has achieved the learning objective or not.* | | | |
| The instructor uses visual aids that are clear, organized, and relevant. | *Visual aids are:*   * *clear in that writing (on board, document camera, electronic device) is legible; PowerPoint slides are not overpowered or underwhelmed with text* * *organized in that individual chunks of material (a single slide, single problem) are laid out such that the student can see a logical sequence in the material presented, images are close to the concepts they describe, organized notes are readily constructed from the visual aids, and less relevant material is spoken rather than spoken and written.* * *relevant in that tangential equations and formulas are avoided; images reinforce the concepts and words as presented, and examples closely apply the concepts presented.* | | | |
| Visual aids contain none of the above elements as described | Visual aids contain one of the above elements as described | Visual aids contain two of the above elements as described | Visual aids contain all the above elements as described |
| The instructor uses practical, “real-world” examples to support teaching. | No real-world examples are provided. | One substantive real-world example is provided. | More than two examples are provided, but some are toy-examples. | More than two examples are provided, and all examples are substantive. |
| The instructor refers to the relevant portions of the textbook, reading, or other supplement. | Not at all | Instructor briefly mentions the text or supplements in an indirect or imprecise manner | Instructor clearly and directly refers to the text, etc. | Instructor refers to the materials directly and specifically, utilizing them in class |
| The instructor uses humor effectively to promote student engagement and rapport. | Not at all | Humor is attempted 1+ times, but there is silence | Humor is attempted 1+ times, and a few students laugh | Many students laugh at the instructor’s jokes and the atmosphere is light |
| The instructor answers questions well and demonstrates knowledge of the subject. | Not at all | The answers leave the students confused even though knowledge of the subject was demonstrated | A clear verbal or visual explanation is given | Clear verbal and visual explanations are given, and students may even express appreciation in return |
| The instructor shows clear interest or enthusiasm in teaching. | Not at all | Shows some enthusiasm but is mostly bland and unenergetic. | Shows enthusiasms for most of the class but has moments in which the instructor is bland. | Instructor smiles, seems excited about the topic, give students positive energy. |
| The instructor uses student names. | Not at all | 1-2 students | <50% (if class size is around or less than 50)  <10% (if class has far more than 50 students) | >50% (if class size is around or less than 50)  10% (if class has far more than 50 students) |
| The instructor asks specific questions. | Not at all | asks ambiguous questions that are difficult for students to respond | asks at least one question that generates responses from students | asks leading questions periodically to keep students thinking during the class session |
| The instructor pauses after asking a question. | Not at all | Pauses for less than 5 seconds | Pauses for 5-12 seconds | Pauses for 12+ seconds |
| The instructor asks questions of students that result in responses from students. | Not at all | 1-2 students | >2 students but less than half respond | Over 50% respond |  |
| The instructor changes gears periodically from one style of teaching to another. | Not at all | The instructor changes gears to another form of teaching once during the session | The instructor changes gears to another form of teaching twice during the session | The instructor doesn’t lecture for more than 15% of the allotted time before changing to another form of teaching |
| The instructor engages students periodically through think/pair/share, problem solving, or other active learning exercises. | None provided | Think/pair/share, problem solving, or other active learning exercises occurred once during the session | Think/pair/share, problem solving, or other active learning exercises occurred 2 times during the session | Think/pair/share, problem solving, or other active learning exercises occurred 3+ times during the session |
| The instructor uses guided notes. | None provided | Guided notes are provided for the students, but the teacher doesn’t use them during lecture. | Guided notes are provided for the students, and the teacher fills them out during the lecture but it’s not their focus. | Guided notes clearly provide the space to fill out, include necessary information; instructor spends majority of class filling them out. |
| The instructor involves students periodically in what is to be covered during the session. | Not at all | The instructor asks for student feedback on material to be covered but doesn’t implement change | The instructor asks for student feedback on the material to be covered 1 time and follows through with the changes accordingly | The instructor asks for student feedback on the material to be covered 2+ times and follows through with the changes accordingly |

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| During the Observed Session: | Not at All | Somewhat | Satisfactory | Outstanding |
| The instructor uses more than one way to explain problems or concepts. | Not at all | 2-3 different explanations. | 4-5 different explanations. | 5+ different explanations. |
| The opening of the class session gets students’ attention. | * Low energy * Picks up where they left off in lecture | * Class announcements or objectives given   OR   * Review of last session | Any two of:   * Review of last session * Provided a visual demonstration to add context to the remainder of the session * An activity is given * Class announcements or objectives | Any three of:   * Class announcements * Provides a visual demonstration/ presentation to add context to the remainder of the session * Reviews last session * An activity is given |
| The instructor provides a summary of what has been covered and accomplished at the end of the observed session. | None provided | A brief verbal summary is provided | A brief verbal and visual summary is provided | A clear verbal and visual summary of the content is provided and discussed in detail. (i.e. a roadmap) |
| The instructor provides a preview of the next session or ideas of what to consider for the next class at the end of the observed session. | None provided | Talks about what the next session will focus on | Verbal and visual lists that preview the next session or of ideas of what to consider for the next class | The previous point + they included a thought-provoking graphic or demonstration |
| The instructor could be easily heard. | Not at all | Those from the middle to the back of the class struggle to hear the instructor | Those in the back struggle to hear the instructor | Voice is clear even from the back of the room |
| The instructor moves around in the classroom and refrains from standing/sitting in one place. | Not at all | The instructor moves to one other place during the lecture (e.g. white board to podium) | The instructor moves to 2-3 other places during the lecture | The instructor moves to 3+ places during the lecture (including up the aisles to check on students) |
| The instructor uses analogies or metaphors to relate the concepts to students’ experience. | Not at all | The instructor uses analogies or metaphors that are hard to understand or don’t really relate to students’ experience | The instructor uses 1+ analogies or metaphors that are easy to understand OR relate to students’ experience | The instructor uses 3+ analogies or metaphors that are easy to understand and relate to students’ experience |
| The instructor emphasizes key points throughout the observed session. | Doesn’t mention key points | Brefly mentions a key point once or twice | Mentions key points 3-4 times during the lecture | Clearly highlights main points after every example or concept and ties them up to the learning outcomes of the course |
| The instructor makes eye contact with students. | Not at all | Makes eye contact for less than 25% of the session | Makes eye contact for 25%-50% of the session | Makes eye contact for over 50% of the session |
| The instructor uses open (not closed) body language during the observed session. | Not at all | Closed body language is observed 3+ times during the session | Closed body language is observed 1-2 times during the session | Closed body language is never observed during the session |
| The instructor engages in behaviors that develop rapport and trust with the students. | No such behavior | Instructor does 1-2 of the best practices mentioned | Instructor does 3 of the best practices mentioned | The teacher shows enthusiasm in teaching, uses student’s names, smiles, makes jokes, encourages everybody to be active during the session; makes the session more of a dialogue than a lecture |
| The instructor relates the material/concepts to personal or societal concerns. | Not at all | Relates the material/concepts to personal or societal concerns 1 time | Relates the material/concepts to personal or societal concerns 2-3 times | Relates the material/concepts to personal or societal concerns 3+ times and gives concrete examples |
| The instructor is available before class. | Not at all | The instructor arrives 1-5 minutes early | The instructor arrives 5-10 minutes early | 10+ minutes early OR Office hours are scheduled right before class |
| The instructor is available after class. | Not at all | The instructor can talk with students, but leaves after 1-5 minutes | The instructor can talk with students and leaves after 5-10 minutes | 10+ minutes after OR Office hours are scheduled right after class |

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| *During the Observed Session:* | *None* | *Few* | *Some* | *Many* | *Most* |
| Students maintain attention toward the instructor (for example – eye contact). | 0 students | 10% | 20%-30% | 30%-50% | Over half |
| Students remain awake and alert during the observed session. | 0 students | 1-2 students | 5%-10% | 10%-50% | Over half |
| Students are using their cell phones or other electronic devices in activities unrelated to class. | 0 students | 1-2 students | 5%-10% | 10%-50% | Over half |
| Students are over one minute late to class. | 0 students | 1-2 students | <20% | >20% | Over half |
| Students pack up early at the end of class. | 0 students | 1-2 students | 5%-10% | 10%-50% | Over half |
| Students are reading the newspaper or doing other non-electronic activities unrelated to class. | 0 students | 1-2 students | 5%-10% | 10%-50% | Over half |
| Students interact with the instructor before class. | 0 students | 1-2 students | 5%-10% | 10%-50% | Over half |
| Students interact with the instructor after class. | 0 students | 1-2 students | 5%-10% | 10%-50% | Over half |
| Students initiate questions. | 0 students | 1-2 students | 5%-10% | 10%-50% | Over half |
| Students respond to questions posed by the instructor. | 0 students | 1-2 students | 5%-10% | 10%-50% | Over half |
| Students ask follow up questions. | 0 students | 1-2 students | 5%-10% | 10%-50% | Over half |
| Students participate in class when asked to do so by the instructor. | 0 students | 1-2 students | 5%-10% | 10%-50% | Over half |
| Students are taking notes. | 0 students | 1-2 students | 5%-10% | 10%-50% | Over half |