



Teaching Assessment Tool

For lectures and small group teaching environments

This tool was developed to help instructors and observers to document their reflections in teaching situations that involve small group environments and lectures. It is based on the philosophy that maximum student learning is dependent on the establishment of a positive learning environment, superior class session management, and employment of techniques that promote active learning and incorporate all learning styles. Use of the tool can lead to suggestions for enhancing student involvement in class sessions; the rapport between the students and the instructor; how material is organized, presented and conveyed; and how class time is structured and managed.

It is not expected that every item listed will be observed, but rather, that each of the five categories will be considered using the bullet points as a guide. Depending on the course, there may be important items in any of the five areas that are missing and should be written in.

Suggestions for Observers

Before observing the teaching session, it is useful to inquire as to the students and their reasons for taking the course; review the course syllabus to understand the purpose of the course and the learning objectives; ascertain where in the course the session being observed falls and the duration of the course; and understand the instructor's teaching experience, any areas of concern they have regarding their teaching, and why the observation was requested.

The tool can be most effectively used if you, the observer, are familiar with the five areas addressed and their general content. That will make it easier to comment about each section.

In sharing the assessment with the instructor, their own assessment might be invited first and then compared with yours. At the conclusion, it is most helpful to identify next steps for any areas that may need further development.

Instructor observed: _____

Course Name: _____

Session Format: _____

Date: _____ Location: _____ Time: _____

Description of Students:

I. ESTABLISHING A POSITIVE LEARNING ENVIRONMENT

- Physical environment is conducive to learning
- Positive rapport with learners is maintained
- Respect is shown for learners
- Consistent standards of classroom behavior are encouraged
- Climate promotes fairness
- Sensitivity to diversity is demonstrated
- Eye contact with learners is maintained
- Enthusiasm is shown

Effectiveness Rating I (circle one): **Emerging** **Evident** **Exemplary**

Comments:

II. ORGANIZING AND MANAGING THE SESSION

- Goals and order of session are clear
- Today's agenda is linked to other aspects of the course
- Session keeps to time; to timed agenda if used
- Digressions are minimized
- Summary of session is provided
- Linkage to upcoming sessions is provided

Effectiveness Rating II (circle one): **Emerging** **Evident** **Exemplary**

Comments:

III. PRESENTING MATERIAL

- Speech and language are clear
- Voice and pace are varied for variety and emphasis
- Gestures are appropriate
- Appearance (dress, grooming) is appropriate to degree of formality desired
- Face and body movements are consistent with verbalizations
- Writing is legible
- Written information is organized and easy to follow
- Appropriate media are used (Whiteboard, LCD, DVD)
- Media are competently handled

Effectiveness Rating III (circle one): **Emerging** **Evident** **Exemplary**

Comments:

IV. CONVEYING CONTENT

- Material is related to learner's backgrounds/experiences
- Learners' need to know the material is made clear
- Content is logically organized
- Content is linked to previous and future material
- New terms, concepts, principles, etc. are defined
- Teaching strategies are appropriate to learners and session goals
- Teaching strategies reflect different learning styles
- Examples relate to learners' experiences and knowledge
- Distinctions are made between factual material and opinions
- Divergent viewpoints are presented
- Citations are provided when appropriate
- Personal knowledge limits are acknowledged
- Relationships between ideas are developed
- Relationships between theory and practice are developed
- Amount of material is appropriate to session time
- Material is up-to-date
- Learners are directed to additional resources, as useful
- Most important ideas are periodically summarized

Effectiveness Rating IV (circle one): **Emerging** **Evident** **Exemplary**

Comments:

V. PROMOTING LEARNING

- Learning expectations are clear and challenging
- Learners' active participation is encouraged via selection of pedagogical strategies
- Learners' asking questions and voicing uncertainties is encouraged
- Critique of material by learners is encouraged
- Learners' interaction with one another, as well as with faculty, is encouraged
- Learners' comments and questions are actively listened to
- Signs of puzzlement, boredom, etc. are noted and responded to
- Questioning is used to probe thinking and reasoning
- Cues and rephrasing are used to help learners grasp material
- Learners are given appropriate time to organize thoughts
- Periodic check-ins are made with learners to track their understanding
- Learning strategies are adjusted if they are not working
- Learner feedback regarding knowledge gained is solicited
- Learner feedback regarding teaching is solicited

Effectiveness Rating V (circle one): **Emerging** **Evident** **Exemplary**

Comments:

SUMMARY OF TEACHING EFFECTIVENESS

Overall Effectiveness Rating (circle one): **Emerging** **Evident** **Exemplary**

Suggested Steps: