

### Chapter 6 Assessing Teaching Effectiveness

The quality of teaching has been subjected to much discussion (Banta, 1993; Boyer, 1987, 1990; Davis, 1993). There have been several sets of recommendations to improve faculty teaching (Banta, 1993; Braskamp & Ory, 1994; Davis, 1993; Weimer, 1990, 2002; Wong, 2001).

Feldman (1988, 1989a, 1989b) identified effective teaching attributes drawn from a meta-analysis of dozens of empirical reports on student ratings of effective teaching and teachers. These principles of effective teaching must be adapted to students' developmental, social, emotional, and behavioral maturity levels. They are:

- a. The teacher stimulates student interest in the course and subject matter.
- b. The teacher shows enthusiasm for subject or teaching.
- c. The teacher exhibits deep knowledge of the subject.
- d. The teacher shows intellectual expansiveness and intelligence.
- e. The teacher prepares and organizes the course to enable learning.
- f. The teacher's presentations are clear and understandable.
- g. The teacher possesses excellent elocutionary skills.
- h. The teacher is sensitive and concerned with class level and progress.
- i. Course objectives and requirements are clear to students.
- j. The nature and value of the course material including its usefulness and relevance is made clear.
- k. Supplementary materials and teaching aides are well designed and useful to enhance student learning.
- l. The outcome or impact of instruction is self-evident.
- m. the teacher is perceived as fair and impartial in evaluating students.
- n. Examinations are of high quality.
- o. The teacher's personality characteristics enable effective instruction.
- p. Feedback from the teacher to his or her students must be frequent, be of high quality, and clearly stated. Students should be told what is correct and incorrect and given relevant guidance as to how to correct their work.
- q. The teacher must encourage questions and discussion and be open to differing opinions.
- r. Both the teacher and the course should provide intellectual challenge and the encouragement of independent thought by students.
- s. the teacher shows concern and respect for students and is appropriately friendly towards students.
- t. The teacher must be available and helpful to students.
- u. The teacher motivates students to do their best and requires high standards of performance.
- v. The teacher encourages self-initiated learning.
- w. The teacher consistently engages in his or her own research and learning.

Similar sets of effective teaching characteristics have been advanced, and continue to be advanced (Arreola, 1989, 1995; Braskamp & Ory, 1994; Centra, 1979; CELT, 2005;), Davis, 1993; Weimer, 1990, 2002).

Cashin (1989) argued that there are five perspectives from which teaching and learning should be assessed; these are: (a) the instructor, himself or herself; (b) students; (c) peers, persons who are knowledgeable about teaching and the subject matter; (d) colleagues, persons who are knowledgeable about teaching but not the specific subject matter; and (e) the supervisor (e.g., principal, dean, department head, etc.). Cashin also suggests that an instructional consultant be available to support teaching improvement efforts. According to Cashin (1989), students may accurately assess the following dimensions of teaching: effective instructional delivery, selected aspects of the assessment of student learning, availability to students (e.g., keeps office hours), and some aspects of academic administration. Faculty colleagues may assess the effective instructional delivery and assessment of student learning dimensions. Faculty peers can assess subject matter mastery, curriculum development, course design, effective instructional delivery, and assessment of student learning dimensions. A faculty member may self-assess all seven dimensions. Administrators with a relevant, sufficient knowledge-base may assess the curriculum development, course design, effective instructional delivery, and academic administration dimensions.

Cashin's assumptions are: (a) after each dimension is carefully assessed, a faculty member will know what aspects of his or her teaching may be improved and (b) if all seven of these dimensions are successfully fulfilled, from a variety of perspectives, then effective teaching occurs. The assessment instruments provided in the appendices are suitable for organizational implementation if so desired. However, their present purpose is to enable an educator to view his or her professional teaching practice from multiple lenses, i.e., to answer the question, "If a student, colleague, or peer, were to assess the effectiveness of my teaching what would he or she be looking for?"

The determination of effective teaching is neither exclusively a quantitative or qualitative decision. It is a blended decision based on the preponderance of evidence from each of the seven dimensions and five perspectives.

### **I. Assessing Teaching Effectiveness: The Student Perspective**

A. Cashin (1988) demonstrated that student teaching effectiveness assessment is both reliable and valid. Others have offered evidence of stability (Marsh & Overall, 1979; Overall & Marsh 1980) and generalizability (Marsh, 1982; Hogan, 1973). Cohen (1981) showed that students of instructors who were rated highly tended to learn more as evidenced by examination performance. Student ratings have been shown to correlate with instructor self-ratings (Marsh, 1984), and faculty colleague ratings (Braskamp, Brandenburg, & Ory, 1984; Overall & Marsh 1980).

1. Based on Cashin's (1989) dimensions of teaching, a student teaching assessment form has been drafted (Appendix 6.1) for the reader's review.

Following is a summary of items designed to measure each dimension of teaching a student is capable of assessing:

- |                                      |                                |
|--------------------------------------|--------------------------------|
| a. Global Items:                     | 1, 2, & 3                      |
| b. Course Design:                    | 4, 5, 6, & 7                   |
| c. Effective Instructional Delivery: | 8, 9, 10, 12, 14, 15, 17, & 18 |
| d. Availability to Students:         | 16                             |
| e. Assessment of Student Learning:   | 11, 13, 19, 20, 21, & 22       |

## 2. Category Definitions

- a. Global items. Cashin (1990) advised that a few global items be utilized in student assessments of teaching effectiveness for comparative purposes (e.g., comparing the same instructor across time and/or courses). For global items, a six point Likert style scale which requires the student rater to make a summary judgment is recommended.
- b. Course Design. Used in this subtest, is a six point Likert style scale. General concept items, such as these, are designed to serve as indicators of general strengths and weaknesses and are useful for improvement.
- c. Effective Instructional Delivery and Availability to Students. Student raters are required to report the frequency of observed behavior across a number of specific items. Specific items are usually descriptions of specific class activities or behaviors and do not usually require a summary judgment. These types of items are principally used by an instructor to identify specific instructional activities or behavior which may need improvement. These items will usually only make sense within the context of the individual course.
- d. Assessment of Student Learning. These items assess the impact of instructional activities and behavior on student learning. These are general concept items which do not require a summary judgment as they involve multiple instances (e.g., a class with three examinations and two papers) over time.
- e. Descriptive items. Student motivation affects ratings, hence the item on expected grade. Ratings may be influenced by the "Halo Effect" (instructor walks on water and can do no wrong) and the "Leniency Effect" (instructor is lenient with students in exchange for good ratings or students like instructor and don't want to be critical).

## 3. Interpretation Guidelines for Student Ratings of Teaching Effectiveness

- a. When interpreting result summaries, do not: (a) give weight to a student's or instructor's age or gender; (b) give much weight to teaching experience or personality, nor a student's personality; and (c) give weight to the class size or time of day when taught (Cashin, 1990). These factors show little correlation to student ratings (Cashin, 1988).
- b. Consider student motivation, as motivated students, particularly in major courses, tend to rate higher. What you are determining is whether or not the Halo effect is operating. However, this is hard to determine in isolation. Hence, also consider student ratings from other courses the

instructor has taught as well as self-assessment data and any classroom observation data which may be available.

- c. Item scores which vary "+ or -" .3 points (e.g., 3.7 to 4.3 for 4.0) are essentially the same. Such differences should not be considered when interpreting data.
- d. Interpret data only within the context of the type of course taught. Only compare a professor to (a) him- or herself across time in only the same or similar course(s) or (b) to other teachers teaching the same or similar courses. Do not compare instructors who may be accounting teachers with other accounting teachers who teach different courses. Do not compare an art teacher with an accounting teacher. Do not compare business with education, etc.

## II. Assessing Teaching Effectiveness: The Faculty Perspectives

- A. It has been advocated by several authors that the key to improving teaching effectiveness is for faculty members to assess their teaching and take steps to improve it (Angelo & Cross, 1993; Arreola, 1989, 1995; Braskamp & Ory, 1994; Centra, 1979; Davis, 1993; Weimer, 1990, 2002). Cashin (1989), Braskamp & Ory (1994), and Weimer, (1990, 2002) argue that the assessment of faculty teaching effectiveness consists of self-assessment and external review.
- B. There are three faculty perspectives to assess teaching effectiveness: self, collegial, and peer. Refer to Cashin's (1989) teaching dimensions.
  1. The teaching dimensions included in each assessment perspective are:
    - a. Self-Assessment: The faculty member can assess all seven dimensions.
    - b. Collegial Assessment: The delivery of instruction and assessment of instruction dimensions are assessed.
    - c. Peer Assessment: Subject mastery, curriculum development, course design, delivery of instruction, and assessment of instruction dimensions are reviewed.
  2. Assessment Scales
    - a. Through the use of video taping, a faculty member can self-assess, using The Collegial Teaching Effectiveness Assessment Scale (CTEAS) (Appendix 6.2).
    - b. A faculty colleague (an experienced faculty member who is not knowledgeable in the subject matter, but who is capable of assessing specified aspects of teaching) may conduct an external assessment using the same instrument (Appendix 6.2).
    - c. A faculty peer (an experienced faculty member who is knowledgeable in the subject matter) may employ The Peer Teaching Effectiveness Assessment Scale (PTEAS) (Appendix 6.3).
  3. Dimensions, Instruments, & Subtests: Presented in Table 6.1 are a summary of instruments and subtests designed to measure each teaching dimension. The assessment of the "curriculum development" dimension can be made by faculty peers using curriculum guides or syllabi. A memo concerning an

assessed faculty member's competency in this teaching dimension should be developed and included in his or her teaching effectiveness portfolio.

<b>Teaching Dimension</b>	<b>Collegial Subtest</b>	<b>Peer Subtest</b>
Assessment of Student Learning	B	C
Course Design	A	AB
Effective Instructional Delivery	C, D, E, F, & G	D, E, F, G, & H
Subject Matter Mastery		I

4. Collegial and Peer Faculty Teaching Effectiveness Assessment Guidelines
  - a. Reviewers (also known as observers or raters) should have at least three years full-time teaching experience or the equivalent.
  - b. Faculty classroom observers must be thoroughly trained in the use of the instruments. Each reviewer should observe video-tapes of complete class sessions. After viewing the first videotape, the two reviewers should meet; compare scores; and discuss individual ratings. Next, a second videotape is reviewed, and then a second meeting is held. This process should be repeated at least twice more or until the reviewers scoring patterns are similar. At least four videotape observations should be made prior to visiting any faculty member's classroom.
  - c. Reviewers are to first assess the faculty member's syllabus, readings, assignments, examinations, and performance demonstration descriptions, including skill demonstration check-lists, e.g., first-aid, CPR, dance routines, etc. (Section I of the CTEAS and PTEAS). Reviewers are to next observe faculty performance in his or her classroom (Section II of the CTEAS and PTEAS).
  - d. A faculty member can self-assess by viewing a videotape of his or her teaching and rating performance using the PTEAS (Appendix 6.2).
  - e. Teaching effectiveness assessments by faculty colleagues and/or peers should involve two reviewers who each conduct two unannounced classroom observations, for a total of four. One reviewer is selected by the faculty member's supervisor. One reviewer is selected by the faculty member. Each classroom observation is to be independently conducted (i.e., reviewers are not permitted to observe the same class) and spread out across the semester. Reviewers should coordinate observation visits.
  - f. Prior to a classroom observation, the reviewer and the faculty member should discuss the content, teaching strategies, and any other relevant factors. After the observation, the faculty members should again meet and debrief.
  - g. Once all reviews have been completed, the faculty member and his or her supervisor should meet and discuss all assessments. Where necessary, an improvement plan should be developed, implemented, monitored, and evaluated.  
A teaching effectiveness improvement plan becomes part of the portfolio.

### III. Assessing Teaching Effectiveness: The Administrative Perspective

- A. As described by Cashin (1989), this dimension considers compliance with administrative requirements, e.g., keeping office hours, mid-term and final grade submission deadlines, compliance with information requests, pursuing cheating charges, or filing incident reports about classroom events. Other examples include the development and updating curriculum guides or syllabi and submitting curriculum revision proposals. Most information related to this dimension resides in organizational files.
- B. When a faculty member receives a collegial or peer review, a memorandum, with a copy to the affected party, assessing the faculty member's compliance with relevant administrative duties associated only with the course(s) under review should be sent out. The supervisor typically renders a judgment as to whether or not sufficient administrative compliance has taken place.
- C. The memorandum might be divided into five sections: (a) student administrative issues (e.g., incident reports or availability to students), (b) subunit issues (e.g., timely grade submission); (c) organizational issues (e.g., meeting registrar's requests), (d) curriculum issues (e.g., curriculum guide development), and (e) other relevant issues. The descriptions are to be very specific with dates. Copies of relevant "back-up" documents may be appended. If a section does not apply, briefly state why.

### IV. Improving Teaching Effectiveness

- A. The Teaching Effectiveness Portfolio and Improvement Plan
  1. The Teaching Effectiveness Portfolio
    - a. An increasingly common practice is for individual faculty members and educational organizations to develop a teaching effectiveness portfolio and improvement plan (Seldin, 1997).
    - b. Data, depending on the actual circumstances encountered, from all three assessment perspectives (student, faculty, and administration) may be collected, analyzed, and reported in a teaching effectiveness portfolio. Within this portfolio may be placed
      - (1) Aggregated student rating reports;
      - (2) Summaries of classroom observations;
      - (3) Faculty self-assessment reports;
      - (4) Faculty colleague and/or peer reports;
      - (5) Assessments of administrative support activities;
      - (6) A teaching effectiveness improvement plan; and/or
      - (7) Faculty member rebuttal to any and all reports, etc.
    - c. Once the teaching effectiveness portfolio is completed, a teaching effectiveness improvement plan should be drafted. It will
      - (1) Consist of development goal(s), subordinate objectives, and the necessary task statements to be engaged in order to accomplish each stated objective;
      - (2) Be time specific; and

- (3) Drawn directly from the teaching effectiveness portfolio.
2. Presented in Appendix 6.4 is an example developed by the author for an international private (Grades 1 to 12) school in China. It will be quickly noted that some of the categories of items presented above are not included in the example as that organization’s culture and circumstances did not either require or allow for the development or collection of some data.
    - a. Examinees (classroom teachers) were asked to select three representative lessons of their work. Primary school teachers selected one ESL, math, and one other unit of his or her choice, but not art or physical education. Middle school teachers (Grades 7-9 and 10-12) selected three grade levels and/or three separate subjects, if possible.
    - b. Examinees wrote a few sentences about each lesson presented to set each into an individual or collective context by describing the students’ characteristics (i.e., age, gender, number, grade level, social development, etc.), collective academic strengths and weaknesses, the classroom learning environment (e.g., behavioral/discipline issues, student motivation to learn, textbooks, learning resources, furniture, noise, external disruptions, etc.), and external influences (e.g., parents and administration). The following headings, in sequence, against the left margin were used: Students’ Characteristics, Academic Strengths and Weaknesses, Classroom Learning Environment, and External Influences.
    - c. For each lesson presented, its purpose or learning target, the content and/or skills to be learned, teaching strategies deployed, handouts (including relationship to the learning target), and assessment strategies were described using the lesson plan template in Appendix 6.4A.
      - (1) Examinees explained what strategies worked, which didn’t and why. Problems encountered were described, as were how the examinee adapted the lesson to the actual classroom situation, and the educational consequences.
      - (2) If team teaching, the nature of the cooperation as to its strengths, weaknesses, limitations, and benefits were described. Each lesson plan and supporting materials, including handouts, were presented in a sequentially numbered or lettered appendix.
    - d. Once step “c” was accomplished, examinees were asked to think deeply about the description of each lesson to identify and describe recurring themes, behavioral commonalities (students’ or theirs), problems, issues, or opportunities and who was affected.
      - (1) Next, examinees were asked to think about how these factors affected their teaching and student learning and describe these effects in specific terms, using three columns as below

Factor	Affecting Whom	Effect on Teaching and/or Learning

- (2) Based on their reflection and any teaching observations previously conducted, using the instrument found in Appendix 6.4B, examinees were asked to list in sequential order (most significant is number one) what was learned and how he or she intend to apply that learning to improve teaching and learning by citing a specific application example for each key learning, using two columns as below

Key Learning	Application Example

- e. After completing step “e”, examinees constructed an improvement plan which stated what were his or her improvement objectives (tied to each key learning), the process to be followed in order to achieve each objective (i.e., steps to be followed in sequential order), resources (time, money, consultation, research, etc.) needed, and an expected time frame for accomplishing each objective. A suggested format is below.

Professional Development Plan for _____		
Improvement Objective	Resources to Accomplish	Expected Completion Date

**B. Effective Classroom Observation**

1. Classroom observations should be part of any teaching effectiveness assessment plan. If the school’s or organization’s culture or legal environment allows, it is recommended that teachers select 3-5 specific class periods for informal “drop in” observations.
  - a. An examiner may use a rating form such as those found in Appendices 6.2, 6.3, or 6.4B. Whatever instrument is used, it should reflect what all relevant stakeholder groups (e.g., teachers, administrators, parents, regulators, etc.) see as critical to effective teaching and learning within that school or organization.
  - b. The purpose of informal “drop in” observations is to enable the teacher to meet expectations by incorporating or refining the desired skills to be assessed through experience and consultation with the examiner.
  - c. After the each observation, the examiner should prepare a report for a consultation session with the examinee (i.e., observed teacher).
  
2. For evaluation observations, a procedure as outlined below can be followed.
  - a. Before a formal evaluation observation is conducted, a pre-conference will be held. The teacher being assessed must complete parts 1-10 of the lesson plan template found in Appendix 6.4A. The pre-conference is to familiarize the examiner with the lesson’s design. The rating form in Appendix 6.4B is reviewed with the teacher. Discussion will continue



until both the examiner and teacher have agreed that the lesson design and rating form are understood.

- b. The classroom observation will be conducted for the entire class period. The examiner will be looking specifically at teaching style, delivery, class management, team teaching cooperation, and student engagement.
- c. Before the post-observation conference is scheduled within 24 hours or the next business day, the teacher should complete parts 11-12 of the lesson plan. The teacher and examiner will review the rating scale (Appendix 6.4B) and the observation report (Appendix 6.4C). The teacher is entitled to prepare a rebuttal in the form of a letter. A copy of the completed lesson plan, rating scale and observation report is provided to the teacher.
- d. Before a judgment of teaching effectiveness is made, multiple evaluation observations (3 to 5) are recommended. In the event of an unfavorable evaluation, the authors suggest that up to 3 or so cycles of informal “drop in” and evaluation observations be conducted. However, if and when, necessary, disciplinary action should be taken according to the law and the school’s or organization’s established procedures.

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### Appendix 6.1 Student Teaching Assessment Form

**These questions ask you to respond to some general statements about the course and instructor. Please circle the following number which represents your response. Use these codes:**

**1 = Very Strongly Disagree    3 = Disagree    5 = Strongly Agree**  
**2 = Strongly Disagree        4 = Agree        6 = Very Strongly Agree**

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1. This course contributed to professional and/or personal development.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. The instructor's teaching was effective in helping learning to occur. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. The instructor showed respect for students.                           | 1 | 2 | 3 | 4 | 5 | 6 |

**These questions ask you to rate specific aspects of the course. Use the same codes as above:**

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 4. Course content was related to learning objectives.                          | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Course organization was logical.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Examinations (or equivalent) covered material studied in the course.        | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Assignments (papers, cases, problems, etc.) were related to course content. | 1 | 2 | 3 | 4 | 5 | 6 |

**These next questions concern several aspects of course instruction. Please circle the following number which represents your response. Use these codes:**

**1 = Never                                3 = Occasionally        5 = Usually**  
**2 = Rarely                                4 = Frequently        6 = Always**

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 8. The course grading procedures were clearly explained.                      | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Course learning objectives were clearly stated & explained.                | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. The syllabus clearly explained course organization & expectations.        | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Course assignment & examination directions were understandable.           | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Examination (or equivalent) feedback was timely & adequate.               | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Assignment (papers, cases, problems, etc) feedback was timely & adequate. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Student questions were clearly & adequately answered.                     | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. A productive learning environment was maintained for each session.        | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. The instructor was reasonably available for consultation.                 | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. The instructor appeared to be well prepared for each session.             | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. The instructor spoke clearly enough to be understood.                     | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. Examinations (or equivalent) were used to help learning occur.            | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. Assignments (papers, cases, problems, etc) helped learning occur.         | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. The mix of teaching methods used helped learning occur.                   | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. The textbook(s) and/or handouts helped learning occur.                    | 1 | 2 | 3 | 4 | 5 | 6 |

**These next few questions ask you to provide some information about yourself. Please answer each question. Circle your response.**

23. What is your gender: Male or Female

24. What grade do you expect to earn in this course: A B+ B B- C+ C C- D F

**25. Please comment on the instructor's teaching strengths and/or weaknesses.**

**26. Please make specific suggestions to improve the instructor's teaching effectiveness.**

**27. Please comment on the course's strengths and/or weaknesses.**

**28. Please make specific suggestions to improve the quality of the course.**

**29. Please make any other comments you see as relevant.**

**Appendix 6.2  
Collegial Teaching Effectiveness Assessment Scale**

Instructor's Name:	Date:
Department:	Date:
Reviewer:	Date:

**Section 1: Objective Assessment Directions  
“Course Design” and “Assessment of Student Learning” Dimensions**

The purpose of this instrument is to assess, in a systematic fashion, a faculty member’s teaching effectiveness. Please fill in the information requested above. In Section I are subtests composed of items which assess the "course design" and the "assessment of student learning" dimensions. To complete this review, you will need a copy of the course curriculum guide and the instructor's course syllabus. You will need copies of assignments, examinations, or skill check-lists the instructor has developed for the course.

**Section I Part A: Objective Assessment  
“Course Design” and “Assessment of Student Learning” Dimensions**

In Section I, Subtest A, you are asked respond to some general statements about the instructor's course design as presented in his or her syllabus. Please circle the letter which represents your response. Use these codes: Y = Yes; N = No; DK = Don't Know; or NA = Not Applicable.

**Section I Subtest A: Course Design: Syllabus**

- |  |   |   |    |    |
|--|---|---|----|----|
| 1. Course syllabus complies with organizational standards.                         | Y | N | DK | NA |
| 2. Course curriculum guide complies with standards.                                | Y | N | DK | NA |
| 3. Course description is identical to that published.                              | Y | N | DK | NA |
| 4. Course objectives are identical to those listed in the course curriculum guide. | Y | N | DK | NA |
| 5. Textbook is from the approved list in the course curriculum guide.              | Y | N | DK | NA |
| 6. Course grading policy complies with that of the organization.                   | Y | N | DK | NA |

In Section I, Subtest B, you are asked to respond to several statements about the instructor's design of the course and graded assignments and examinations used to assess student learning. You are required to make a summary judgment. Please circle the number which represents your response. Use these codes:

- |   |                         |                                      |
|---|-------------------------|--------------------------------------|
| <b>1 = Very Strongly Disagree (VSD)</b> | <b>3 = Disagree (D)</b> | <b>5 = Strongly Agree (SA)</b>       |
| <b>2 = Strongly Disagree (SD)</b>       | <b>4 = Agree (A)</b>    | <b>6 = Very Strongly Agree (VSA)</b> |
| <b>NA = Not Applicable</b>              |                         |                                      |

**Section I Subtest B: Assessment of Student Learning**

- |  |   |   |   |   |   |   |    |
|--|---|---|---|---|---|---|----|
| 1. Assignments are related to course learning objectives.  | 1 | 2 | 3 | 4 | 5 | 6 | NA |
| 2. Assignments are appropriately integrated into the course.   | 1 | 2 | 3 | 4 | 5 | 6 | NA |
| 3. Assignments give students opportunity to apply content or skills.   | 1 | 2 | 3 | 4 | 5 | 6 | NA |
| 4. Examinations are related to course learning objectives.   | 1 | 2 | 3 | 4 | 5 | 6 | NA |
| 5. Examination items or required skill descriptions are well written and understandable.                                     | 1 | 2 | 3 | 4 | 5 | 6 | NA |
| 6. There are examination items (questions, essays, problems, etc) which test students' recall of content or skills.          | 1 | 2 | 3 | 4 | 5 | 6 | NA |
| 7. There are examination items (questions, essays, problems, etc) which test students' ability to apply content &/or skills. | 1 | 2 | 3 | 4 | 5 | 6 | NA |
| 8. Grading policy clearly differentiates student performance levels.   | 1 | 2 | 3 | 4 | 5 | 6 | NA |
| 9. Generally, assignments appear capable of helping students learn.  | 1 | 2 | 3 | 4 | 5 | 6 | NA |
| 10. Generally, examinations appear capable of helping students learn.  | 1 | 2 | 3 | 4 | 5 | 6 | NA |

**Notes:**

**Section I Part B: Subjective Assessment  
“Course Design” and “Assessment of Student Learning” Dimensions**

Presented in this section are four statements you are asked to respond to. Please consider your responses carefully as they will become part of the instructor's teaching effectiveness portfolio.

- A. Briefly describe what you see as the instructor's instructional assessment and/or course design strengths.
- B. Briefly describe what you see as the instructor's instructional assessment and/or course design weaknesses.
- C. Make specific recommendations to improve instructor's assessment and/or course design effectiveness.
- D. Make any other relevant comments you see as needed.

**Section II: Objective Assessment: Faculty Classroom Observation  
“Effective Instructional Delivery” Dimension**

The purpose of this instrument is to report, in a systematic fashion, the results of a faculty member classroom observation.

In Section II, Subtests C-F, you are asked respond to some general statements about instructional behaviors. Using these codes, please circle the number which represents your response.

- |                       |                             |                        |
|-----------------------|-----------------------------|------------------------|
| <b>1 = Never (N)</b>  | <b>3 = Occasionally (O)</b> | <b>5 = Usually (U)</b> |
| <b>2 = Rarely (R)</b> | <b>4 = Frequently (F)</b>   | <b>6 = Always (A)</b>  |

**Section II Part A: Objective Assessment  
Faculty Classroom Observation Report**

**Section II Subtest C: Body and Voice Behaviors**

<b>Indicators</b>	<b>N</b>	<b>R</b>	<b>O</b>	<b>F</b>	<b>U</b>	<b>A</b>	<b>NA</b>
1. Instructor's voice was clearly & easily heard.	1	2	3	4	5	6	NA
2. Instructor's rate of speech was such that students could easily follow and/or take notes.	1	2	3	4	5	6	NA
3. Instructor's voice was raised and lowered appropriately.	1	2	3	4	5	6	NA
4. Instructor talked to the class, not board, wall, etc.	1	2	3	4	5	6	NA
5. Instructor used polite language in class.	1	2	3	4	5	6	NA
6. Instructor made & maintained eye contact with students.	1	2	3	4	5	6	NA
7. Instructor listened carefully to student questions and comments.	1	2	3	4	5	6	NA

**Section II Subtest D: Presentation Management**

<b>Indicators</b>	<b>N</b>	<b>R</b>	<b>O</b>	<b>F</b>	<b>U</b>	<b>A</b>	<b>NA</b>
1. Instructor briefly, but clearly, outlined the purpose, objectives, content, and/or outcomes of the class session.	1	2	3	4	5	6	NA
2. Instructor briefly reviewed key points from previous classes to transition students to the current class.	1	2	3	4	5	6	NA
3. Instructor defined terms, concepts, principles, and/or content presented in the class.	1	2	3	4	5	6	NA
4. Instructor related terms, concepts, principles, and/or content to those already familiar to students.	1	2	3	4	5	6	NA
5. Instructor clearly explained how terms, concepts, principles, and/or content were employed in the discipline or profession.	1	2	3	4	5	6	NA
6. Instructor clearly explained the relationship between terms, concepts,	1	2	3	4	5	6	NA

principles, &/or content presented in the class.

7. Instructor restated key points &/or content during the class.	1	2	3	4	5	6	NA
8. Instructor briefly summarized what was covered in class.	1	2	3	4	5	6	NA
9. Instructor demonstrated skills clearly and completely.	1	2	3	4	5	6	NA
10. Instructor asked students whether or not too much or too little content is being presented.	1	2	3	4	5	6	NA
11. Instructor stayed on task (i.e., didn't go into unrelated tangents).	1	2	3	4	5	6	NA

**Section II Subtest E: Explanations, Examples, and Questions**

<b>Indicators</b>	<b>N</b>	<b>R</b>	<b>O</b>	<b>F</b>	<b>U</b>	<b>A</b>	<b>NA</b>
1. Instructor's explanations &/or examples appeared relevant to class content.	1	2	3	4	5	6	NA
2. Instructor's explanations &/or examples appeared clear to most students in the class.	1	2	3	4	5	6	NA
3. Explanations &/or examples were adapted to student's knowledge and language level.	1	2	3	4	5	6	NA
4. Explanations &/or examples drew on student knowledge and/ or experience.	1	2	3	4	5	6	NA
5. Instructor used different examples &/or explanations when students appeared not to initially understand.	1	2	3	4	5	6	NA
6. Instructor asked students questions to assess "where they were" in relation to class content.	1	2	3	4	5	6	NA
7. Instructor directed questions to both the class & individuals.	1	2	3	4	5	6	NA
8. Instructor responded to student questions politely.	1	2	3	4	5	6	NA
9. Instructor asked students to restate questions when needed.	1	2	3	4	5	6	NA
10. Instructor encouraged student questions, comments, & opinions.	1	2	3	4	5	6	NA
11. Instructor restated his/her response to student questions when student(s) did not appear to understand his/her initial response.	1	2	3	4	5	6	NA

**Section II Subtest F: Class Management**

<b>Indicators</b>	<b>N</b>	<b>R</b>	<b>O</b>	<b>F</b>	<b>U</b>	<b>A</b>	<b>NA</b>
1. Generally, student attention was held by the instructor.	1	2	3	4	5	6	NA
2. Disruptive student behavior was quickly and politely eliminated.	1	2	3	4	5	6	NA
3. Students who tried to monopolize discussion were politely encouraged to allow other students to contribute.	1	2	3	4	5	6	NA
4. Shy students were encouraged to participate in the class.	1	2	3	4	5	6	NA
5. Instructor observed and appropriately responded to signs of student puzzlement, boredom, interest etc.	1	2	3	4	5	6	NA
6. Requested that time consuming questions or discussions involving a few students be pursued after class, during office hours, or at later mutually agreeable time.	1	2	3	4	5	6	NA
7. Instructor allowed students sufficient time to learn skills.	1	2	3	4	5	6	NA
8. Instructor assessed and evaluated skills with precision and politeness.	1	2	3	4	5	6	NA
9. Generally, students appeared to feel comfortable to participate in the class.	1	2	3	4	5	6	NA
10. Generally, the instructor was in control of the learning environment.	1	2	3	4	5	6	NA

In Section II, Subtest G, you are asked to respond to several statements about instructional behavior and learning, which require you to make a summary judgment. Using these codes, please circle the number which represents your response.



1 = Very Strongly Disagree (VSD)    3 = Disagree (D)    5 = Strongly Agree (SA)  
 2 = Strongly Disagree (SD)        4 = Agree (A)        6 = Very Strongly Agree (VSA)

**Section II Subtest G: Impact on Student Learning**

Indicators	VS	SD	D	A	SA	VSA	NA
1. The instructor's voice and body language presentation facilitated student learning.	1	2	3	4	5	6	NA
2. The instructor's presentation of terms, concepts, principles, and/or class content helped students learn.	1	2	3	4	5	6	NA
3. The instructor's explanations and examples helped students learn.	1	2	3	4	5	6	NA
4. The instructor's use of and response to questions helped students learn.	1	2	3	4	5	6	NA
5. Generally, the class appeared to have a productive learning environment.	1	2	3	4	5	6	NA
6. The instructor's mix of teaching methods helped students learn.	1	2	3	4	5	6	NA
7. Generally, during this class the instructor appeared effective.	1	2	3	4	5	6	NA

**NOTES:**

**Section II Part B: Subjective Assessment  
 Faculty Classroom Observation Report**

Presented in this section are five statements you are asked to respond to. Please consider your responses carefully as they may become part of the instructor's teaching effectiveness portfolio.

- A. Briefly describe what you see as the instructor's teaching strengths.
- B. Briefly describe what you see as the instructor's teaching weaknesses.
- C. Make specific recommendations to improve instructor's teaching effectiveness.
- D. Describe any incident or distracting circumstance which occurred before or during the class which might have affected the instructor's teaching effectiveness. Include a description of what you see as the effect on teaching effectiveness to have been.
- E. Make any other relevant comments you see as needed.

**Appendix 6.3  
Peer Teaching Effectiveness Assessment Scale**

Instructor's Name:	Date:
Department:	Date:
Reviewer:	Date:

**Section 1: Objective Assessment Directions  
“Course Design” and “Assessment of Student Learning” Dimensions**

The purpose of this instrument is to assess, in a systematic fashion, a faculty member's teaching effectiveness. Please fill in the information requested above. In Section I are subtests composed of items which assess the "course design" and the "assessment of student learning" dimensions. To complete this review, you will need a copy of the course curriculum guide and the instructor's course syllabus. You will need copies of assignments, examinations, or skill check-lists the instructor has developed for the course.

**Part A: Objective Assessment  
“Course Design” and “Assessment of Student Learning” Dimensions**

In Section I, Subtest A, you are asked respond to some general statements about the instructor's course design as presented in his or her syllabus. Please circle the letter which represents your response. Use these codes: Y = Yes; N = No; DK = Don't Know; or NA = Not Applicable.

**Subtest A: Course Design: Syllabus**

- |  |   |   |    |    |
|--|---|---|----|----|
| 1. Course syllabus complies with organizational standards.                         | Y | N | DK | NA |
| 2. Course curriculum guide complies with standards.                                | Y | N | DK | NA |
| 3. Course description is identical to that published.                              | Y | N | DK | NA |
| 4. Course objectives are identical to those listed in the course curriculum guide. | Y | N | DK | NA |
| 5. Textbook is from the approved list in the course curriculum guide.              | Y | N | DK | NA |
| 6. Course grading policy complies with that of the organization.                   | Y | N | DK | NA |

In Section I, Subtest B and C, you are asked to respond to several statements about the instructor's design of the course and graded assignments and examinations used to assess student learning. You are required to make a summary judgment. Please circle the number which represents your response. Use these codes:

- 1 = Very Strongly Disagree (VSD)      3 = Disagree (D)      5 = Strongly Agree (SA)**  
**2 = Strongly Disagree (SD)          4 = Agree (A)          6 = Very Strongly Agree (VSA)**  
**NA = Not Applicable**

**Subtest B: Course Design: General**

Indicators	VS	SD	D	A	SA	VSA	NA
1. The course learning objectives are appropriate.	1	2	3	4	5	6	NA
2. The course content is appropriate given the course learning objectives.	1	2	3	4	5	6	NA
3. The sequence of course assignments, examinations, and/or readings appear logical.	1	2	3	4	5	6	NA
4. The sequence of course assignments, examination, and/or readings appear to build progressively.	1	2	3	4	5	6	NA
5. The text is appropriate for the course.	1	2	3	4	5	6	NA
6. The mix of items on course examinations is appropriate given course learning objectives.	1	2	3	4	5	6	NA
7. The number of course examinations are appropriate given course learning objectives and amount of content.	1	2	3	4	5	6	NA
8. The number of assignments is appropriate given course learning objectives.	1	2	3	4	5	6	NA

9. Course assignments are of appropriate design, difficulty, and length given course learning objectives.	1	2	3	4	5	6	NA
10. The number of reading assignments is appropriate given course learning objectives.	1	2	3	4	5	6	NA
11. Course reading assignments are of appropriate difficulty and length given course learning objectives.	1	2	3	4	5	6	NA
12. Grading policy appears reasonable given course learning objectives.	1	2	3	4	5	6	NA

**Section I Subtest C: Assessment of Student Learning**

1. Assignments are related to course learning objectives.	1	2	3	4	5	6	NA
2. Assignments are appropriately integrated into the course.	1	2	3	4	5	6	NA
3. Assignments give students opportunity to apply content or skills.	1	2	3	4	5	6	NA
4. Examinations are related to course learning objectives.	1	2	3	4	5	6	NA
5. Examination items or required skill descriptions are well written and understandable.	1	2	3	4	5	6	NA
6. There are examination items (questions, essays, problems, etc) which test students' recall of content or skills.	1	2	3	4	5	6	NA
7. There are examination items (questions, essays, problems, etc) which test students' ability to apply content &/or skills.	1	2	3	4	5	6	NA
8. Grading policy clearly differentiates student performance levels.	1	2	3	4	5	6	NA
9. Generally, assignments appear capable of helping students learn.	1	2	3	4	5	6	NA
10. Generally, examinations appear capable of helping students learn.	1	2	3	4	5	6	NA

**Section I Part B: Subjective Assessment**

**“Course Design” and “Assessment of Student Learning” Dimensions**

Presented in this section are four statements you are asked to respond to. Please consider your responses carefully as they will become part of the instructor's teaching effectiveness portfolio.

- A. Briefly describe what you see as the instructor's instructional assessment and/or course design strengths.
- B. Briefly describe what you see as the instructor's instructional assessment and/or course design weaknesses.
- C. Make specific recommendations to improve instructor's assessment and/or course design effectiveness.
- D. Make any other relevant comments you see as needed.

**Section II: Objective Assessment: Faculty Classroom Observation  
“Effective Instructional Delivery” Dimension**

The purpose of this instrument is to report, in a systematic fashion, the results of a faculty member classroom observation.

In Section II, Subtests D-G, you are asked respond to some general statements about instructional behaviors. Using these codes, please circle the number which represents your response.

- |                       |                             |                        |
|-----------------------|-----------------------------|------------------------|
| <b>1 = Never (N)</b>  | <b>3 = Occasionally (O)</b> | <b>5 = Usually (U)</b> |
| <b>2 = Rarely (R)</b> | <b>4 = Frequently (F)</b>   | <b>6 = Always (A)</b>  |

**Section II Part A: Objective Assessment  
Faculty Classroom Observation Report**

**Section II Subtest D: Body and Voice Behaviors**

<b>Indicators</b>	<b>N</b>	<b>R</b>	<b>O</b>	<b>F</b>	<b>U</b>	<b>A</b>	<b>NA</b>
1. Instructor's voice was clearly & easily heard.	1	2	3	4	5	6	NA
2. Instructor's rate of speech was such that students could easily follow and/or take notes.	1	2	3	4	5	6	NA
3. Instructor's voice was raised and lowered appropriately.	1	2	3	4	5	6	NA
4. Instructor talked to the class, not board, wall, etc.	1	2	3	4	5	6	NA
5. Instructor used polite language in class.	1	2	3	4	5	6	NA
6. Instructor made & maintained eye contact with students.	1	2	3	4	5	6	NA
7. Instructor listened carefully to student questions and comments.	1	2	3	4	5	6	NA

**Section II Subtest E: Presentation Management**

<b>Indicators</b>	<b>N</b>	<b>R</b>	<b>O</b>	<b>F</b>	<b>U</b>	<b>A</b>	<b>NA</b>
1. Instructor briefly, but clearly, outlined the purpose, objectives, content, and/or outcomes of the class session.	1	2	3	4	5	6	NA
2. Instructor briefly reviewed key points from previous classes to transition students to the current class.	1	2	3	4	5	6	NA
3. Instructor defined terms, concepts, principles, and/or content presented in the class.	1	2	3	4	5	6	NA
4. Instructor related terms, concepts, principles, and/or content to those already familiar to students.	1	2	3	4	5	6	NA
5. Instructor clearly explained how terms, concepts, principles, and/or content were employed in the discipline or profession.	1	2	3	4	5	6	NA
6. Instructor clearly explained the relationship between terms, concepts, principles, &/or content presented in the class.	1	2	3	4	5	6	NA
7. Instructor restated key points &/or content during the class.	1	2	3	4	5	6	NA
8. Instructor briefly summarized what was covered in class.	1	2	3	4	5	6	NA
9. Instructor demonstrated skills clearly and completely.	1	2	3	4	5	6	NA
10. Instructor asked students whether or not too much or too little content is being presented.	1	2	3	4	5	6	NA
11. Instructor stayed on task (i.e., didn't go into unrelated tangents).	1	2	3	4	5	6	NA

**Section II Subtest F: Explanations, Examples, and Questions**

<b>Indicators</b>	<b>N</b>	<b>R</b>	<b>O</b>	<b>F</b>	<b>U</b>	<b>A</b>	<b>NA</b>
1. Instructor's explanations &/or examples appeared relevant to class content.	1	2	3	4	5	6	NA
2. Instructor's explanations &/or examples appeared clear to most students in the class.	1	2	3	4	5	6	NA
3. Explanations &/or examples were adapted to student's knowledge and language level.	1	2	3	4	5	6	NA
4. Explanations &/or examples drew on student knowledge and/ or experience.	1	2	3	4	5	6	NA
5. Instructor used different examples &/or explanations when students appeared not to initially understand.	1	2	3	4	5	6	NA
6. Instructor asked students questions to assess "where they were" in relation to class content.	1	2	3	4	5	6	NA
7. Instructor directed questions to both the class & individuals.	1	2	3	4	5	6	NA

8. Instructor responded to student questions politely.	1	2	3	4	5	6	NA
9. Instructor asked students to restate questions when needed.	1	2	3	4	5	6	NA
10. Instructor encouraged student questions, comments, & opinions.	1	2	3	4	5	6	NA
11. Instructor restated his/her response to student questions when student(s) did not appear to understand his/her initial response.	1	2	3	4	5	6	NA

**Section II Subtest G: Class Management**

<b>Indicators</b>	<b>N</b>	<b>R</b>	<b>O</b>	<b>F</b>	<b>U</b>	<b>A</b>	<b>NA</b>
1. Generally, student attention was held by the instructor.	1	2	3	4	5	6	NA
2. Disruptive student behavior was quickly and politely eliminated.	1	2	3	4	5	6	NA
3. Students who tried to monopolize discussion were politely encouraged to allow other students to contribute.	1	2	3	4	5	6	NA
4. Shy students were encouraged to participate in the class.	1	2	3	4	5	6	NA
5. Instructor observed and appropriately responded to signs of student puzzlement, boredom, interest etc.	1	2	3	4	5	6	NA
6. Requested that time consuming questions or discussions involving a few students be pursued after class, during office hours, or at later mutually agreeable time.	1	2	3	4	5	6	NA
7. Instructor allowed students sufficient time to learn skills.	1	2	3	4	5	6	NA
8. Instructor assessed and evaluated skills with precision and politeness.	1	2	3	4	5	6	NA
9. Generally, students appeared to feel comfortable to participate in the class.	1	2	3	4	5	6	NA
10. Generally, the instructor was in control of the learning environment.	1	2	3	4	5	6	NA

In Section II, Subtests H & I, you are asked to respond to several statements about instructional behavior and learning, which require you to make a summary judgment. Using these codes, please circle the number which represents your response.

- 1 = Very Strongly Disagree (VSD)    3 = Disagree (D)    5 = Strongly Agree (SA)**  
**2 = Strongly Disagree (SD)        4 = Agree (A)        6 = Very Strongly Agree (VSD)**

**Section II Subtest H: Class Content and Organization**

<b>Indicators</b>	<b>VS</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>VSA</b>	<b>NA</b>
1. Class material seemed appropriate for course learning objectives.	1	2	3	4	5	6	NA
2. Class content is important for students to know.	1	2	3	4	5	6	NA
3. Class content is what peers would expect in such a course.	1	2	3	4	5	6	NA
4. Students appear to have sufficient background knowledge for class content.	1	2	3	4	5	6	NA
5. Class content was presented in an organized & systematic manner.	1	2	3	4	5	6	NA
6. Teaching methods appeared to help students learn class content.	1	2	3	4	5	6	NA
7. Instructor seemed to have a sufficient knowledge base for this class.	1	2	3	4	5	6	NA

**Section II Subtest I**

<b>Indicators</b>	<b>VS</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>VSA</b>	<b>NA</b>
1. The instructor's voice and body language presentation facilitated student learning.	1	2	3	4	5	6	NA
2. The instructor's presentation of terms, concepts, principles, and/or class content helped students learn.	1	2	3	4	5	6	NA

3. The instructor's explanations and examples helped students learn.	1	2	3	4	5	6	NA
4. The instructor's use of and response to questions helped students learn.	1	2	3	4	5	6	NA
5. Generally, the class appeared to have a productive learning environment.	1	2	3	4	5	6	NA
6. The instructor's mix of teaching methods helped students learn.	1	2	3	4	5	6	NA
7. Generally, during this class the instructor appeared effective.	1	2	3	4	5	6	NA

**NOTES:**

**Section II Part B: Subjective Assessment  
Faculty Classroom Observation Report**

Presented in this section are five statements you are asked to respond to. Please consider your responses carefully as they may become part of the instructor's teaching effectiveness portfolio.

- A. Briefly describe what you see as the instructor's teaching strengths.
- B. Briefly describe what you see as the instructor's teaching weaknesses.
- C. Make specific recommendations to improve instructor's teaching effectiveness.
- D. Describe any incident or distracting circumstance which occurred before or during the class which might have affected the instructor's teaching effectiveness. Include a description of what you see as the effect on teaching effectiveness to have been.
- E. Make any other relevant comments you see as needed.

**Appendix 6.4**  
**The XYZ International School Teacher Performance Evaluation System**

**Appendix 6.4A: Lesson Plan Template**

<b>The XYZ School International Department Lesson Plan</b>			
(Complete a separate plan for each lesson.)			
1. Grade:	2. Day:	3. Period:	4. Date:
5. Subject:		6. Teacher:	
7. Learning Target(s): (Describe in specific terms the lesson’s learning targets.)			
8. Content/Skills to be Learned: (State explicitly the content and skills students are to learn citing the relevant text and pages. Consecutively number each content and/or skill.)			
9. Teaching Strategies: (For each enumerated content and/or skill, describe the specific teaching strategy to be used, including teaching aids and handout. Attach a copy of each handout. If the handout is large, describe it on an attached sheet.)			
10. Assessment Strategies: (For each enumerated content and/or skill, describe the assessment strategy to be used to assess what students have learned.)			
11. Follow-up Plan: (After the lesson is taught, describe any follow-up plans, including remedial teaching. Specify needed support services for each student having significant difficulty mastering the learning target(s) if needed.)			
12. Comments: (Record any adaptations to the lesson made given actual classroom conditions. Also record any other comments relevant to teaching, learning, and assessment transactions.)			
Teacher Signature:		Date:	

Appendix 6.4B: Teaching Effectiveness Rating Form

The XYZ School International Department Teaching Effectiveness Rating Form						
<b>Teacher:</b>	<b>Date:</b>					
<b>Subject/Grade/Period:</b>	<b>Examiner:</b>					
<b>A. Teaching Style:</b> The teacher...	<b>NA</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>F</b>	<b>A</b>
1. Behaved professionally.	NA	1	2	3	4	5
2. Had constructive rapport with students.	NA	1	2	3	4	5
3. Was approachable by students.	NA	1	2	3	4	5
4. Used suitable language, tone, inflection, & volume.	NA	1	2	3	4	5
5. Displayed suitable body language.	NA	1	2	3	4	5
<b>Notes:</b>	<b>Subtest Score:</b> ____ / ____					
<b>B. Delivery:</b> The teacher...	<b>NA</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>F</b>	<b>A</b>
6. Stated (& reminded) the teaching target to students.	NA	1	2	3	4	5
7. Taught (content & skills) to the teaching target.	NA	1	2	3	4	5
8. Incorporated active learning into lesson delivery.	NA	1	2	3	4	5
9. Delivered an organized lesson.	NA	1	2	3	4	5
10. Integrated teaching materials adroitly.	NA	1	2	3	4	5
11. Integrated audio-visual aids into lesson seamlessly.	NA	1	2	3	4	5
<b>Notes:</b>	<b>Subtest Score:</b> ____ / ____					
<b>C. Class Management:</b> The teacher...	<b>NA</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>F</b>	<b>A</b>
12. Properly managed student interactions.	NA	1	2	3	4	5
13. Impartially called on students to participate.	NA	1	2	3	4	5
14. Properly managed student misbehavior.	NA	1	2	3	4	5
15. Effectively managed lesson time.	NA	1	2	3	4	5
16. Encouraged students to ask questions.	NA	1	2	3	4	5
17. Properly corrected student errors.	NA	1	2	3	4	5
18. Ensured suitable student participation.	NA	1	2	3	4	5
<b>Notes:</b>	<b>Subtest Score:</b> ____ / ____					
<b>D. Cooperation:</b> The teacher...	<b>NA</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>F</b>	<b>A</b>
19. Cooperated suitably with partner in lesson delivery.	NA	1	2	3	4	5
20. Changed teaching roles with ease.	NA	1	2	3	4	5
21. Assisted/monitored students when partner teaching.	NA	1	2	3	4	5
<b>Notes:</b>	<b>Total Score:</b> ____ / ____					
<b>E. Student Engagement:</b> The students...	<b>NA</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>F</b>	<b>A</b>
22. Properly expressed themselves.	NA	1	2	3	4	5
23. Asked questions about the lesson.	NA	1	2	3	4	5
24. Appeared to be interested in the lesson.	NA	1	2	3	4	5
25. Participated in lesson activities.	NA	1	2	3	4	5
26. Followed teacher's instructions.	NA	1	2	3	4	5
27. Displayed proper classroom behavior.	NA	1	2	3	4	5
<b>Notes:</b>	<b>Subtest Score:</b> ____ / ____					
NA=not applicable; N=never; R=rarely; S=sometimes; F=frequently; and A=always.						

**Observation Narrative:**



**Appendix 6.4C: Evaluation Observation Report**

<b>The XYZ School International Department</b> Evaluation Observation Report			
1. Grade:	2. Day:	3. Period:	4. Date:
5. Subject:		6. Teacher:	
7. Learning Target(s): (Describe the extent to which items 8-10 correlated with the lesson’s learning targets.)			
8. Content/Skills to be Learned: (State explicitly whether the content and skills intended for the students to learn were learned; make recommendations for improvement).			
9. Teaching Strategies: (For each enumerated content and/or skill, describe whether or not the specific teaching strategy, instructional aid, and/or handout fostered the intended learning. Make recommendations for improvement.)			
10. Assessment Strategies: (For each enumerated content and/or skill, did the teacher assess student learning so to ensure mastery and/or identify weaknesses for remediation. Make recommendations for improvement.)			
11. Follow-up Plan: (State whether or not the teacher’s follow-up plan is logically and practically consistent with items 8-10 and the actual observation. Make recommendations for adjustment and improvement.)			
12. Comments: (State whether or not the teacher’s lesson adaptations, if any, given actual classroom conditions were logically and practically consistent with items 8-10.)			
Examiner Signature:			Date: