

# Evaluation of Faculty Teaching: Methods of Evaluation

## Peer Review of Classroom Instruction

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Office of Writing, Research and New Media

## Observable Characteristics of Effective Teaching

- Begins class promptly and in a well-organized way.
- Treats students with respect and caring.
- Provides the significance/importance of information to be learned.
- Provides clear explanations.
- Holds attention and respect of students....practices effective classroom management.
- Uses active, hands-on student learning.
- Varies his/her instructional techniques.
- Provides clear, specific expectations for assignments.
- Provides frequent and immediate feedback to students on their performance. Praises student answers and uses probing questions to clarify/elaborate answers.
- Provides many concrete, real-life, practical examples.
- Draws inferences from examples/models....and uses analogies.
- Creates a class environment which is comfortable for students....allows students to speak freely.
- Teaches at an appropriately fast pace, stopping to check student understanding and engagement.
- Communicates at the level of all students in class.
- Has a sense of humor!
- Uses nonverbal behavior, such as gestures, walking around, and eye contact to reinforce his/her comments.
- Presents him/herself in class as "real people."
- Focuses on the class objective and does not let class get sidetracked.
- Uses feedback from students (and others) to assess and improve teaching.
- Reflects on own teaching to improve it.

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## **Classroom Observation: Possible Items for Checklist Forms**

### **Instructor Organization**

- The instructor arrives to class on time
- The instructor states the relation of the class to the previous one
- The instructor locates class materials as they are needed
- The instructor knows how to use the educational technology needed for the class
- The instructor posts class goals or objectives on the board or overhead
- The instructor posts or verbally provides an outline of the organization of the class
- The instructor makes transitional statement between class segments
- The instructor follows the present structure
- The instructor conveys the purpose of each class activity
- The instructor summarizes periodically and at the end of class

### **Variety and Pacing of Instruction**

- More than one form of instruction is used
- During discussion, the instructor pauses after asking questions
- The instructor accepts student responses
- The instructor draws nonparticipating students into the discussion
- The instructor prevents specific students from dominating the discussion
- The instructor helps students extend their responses
- The instructor maps the direction of the discussion
- The instructor mediates conflict or differences of opinion
- The instructor demonstrates active listening techniques
- The instructor provides explicit directions for active learning tasks
- The instructor allows enough time to complete active learning tasks, such as group work
- The instructor specifies how active learning tasks will be evaluated
- The instructor was able to complete the topics scheduled for the class
- The instructor provides time for students to practice

### **Instructional Strategies**

- The instructor's choice of teaching techniques is appropriate for the goals
- The instructor has good questioning skills
- The instructor raises stimulating and challenging questions
- The instructor mediates discussion well
- The class schedule proceeds at an appropriate pace
- The instructor uses multimedia effectively
- Board work is legible and organized
- Course handouts are used effectively
- The instructor provides clear directions for group work or other forms of active learning
- The instructor facilitates group work well
- The instructor helps students to learn from each other
- The instructor helps students apply theory to solve problems
- The instructor effectively holds class attention
- The instructor provides an effective range of challenges

### **Instruction in Laboratories, Studios, of Field Settings**

- Experiments/exercises are well chosen and well organized
- Procedures/techniques are clearly explained/demonstrated
- The instructor is thoroughly familiar with experiments/exercises
- The instructor is thoroughly familiar with equipment/tools used
- Assistance is always available during experiments/exercises
- Experiments/exercises are important supplements to course
- Experiments/exercises develop important skills
- Experiments/exercises are of appropriate length
- Experiments/exercises are of appropriate level of difficulty
- Experiments/exercises help to develop confidence in subject area
- The instructor provides aid with interpretation of data
- The instructor's emphasis on safety is evident
- Criticism of procedures/techniques is constructive
- The instructor works well with students and other parties in the setting
- Clinical or field experiences are realistic

### **Content Knowledge**

- The instructor's statements are accurate according to the standards of the field
- The instructor incorporates current research in the field
- The instructor identifies sources, perspectives, and authorities in the field
- The instructor communicates the reasoning process behind operations or concepts

### **Presentation Skills**

- The instructor's voice is audible
- The instructor varies the tone and pitch of voice for emphasis and interest
- The instructor avoids distracting mannerisms
- The instructor maintains eye contact throughout the class
- The instructor avoids extended reading from notes or texts
- The instructor spoke at a pace that allowed students to take notes

### **Rapport with Students**

- The instructor addresses students by name
- The instructor attends to student comprehension or puzzlement
- The instructor provides feedback at given intervals
- The instructor uses positive reinforcement
- The instructor incorporates student ideas into the class

### **Clarity**

- The instructor defines new terms or concepts
- The instructor elaborates or repeats complex information
- The instructor uses examples to explain content
- The instructor makes explicit statements drawing student attention to certain ideas
- The instructor pauses during explanations to allow students to ask questions

Chism, Nancy Van Note. Peer Review of Teaching: A Sourcebook. Bolton, MA: Anker, 1999.