Evaluation of Teaching Performance

Department of Biology - 2013

Category	Order	Category name	Measurement	Needs improvement	Strong	Outstanding	Evaluated	Applicable?
1	1	Presentation	Instructor engagement	Arrives late, misses office hours	Arrives on time, and available for questions before or after lecture	Additional modes of engaging with students	In class / instructor input	yes/no
1	2	Presentation	Lecture delivery: enthusiasm and inspiration	Monotonous, uninflected delivery	Relaxed, conversational, and engaged with material. Voice modulated as appropriate to content.	Enthusiastic; important points highlighted and general sense of enthusiasm for topic indicated in delivery.	In class	yes/no
1	3	Presentation	Presentation modes	No apparent attempt to make material engaging	engaging presentation supplemented by appropriate additional teaching tools	Includes creative ways of engaging the class appropriate to the context	In class / instructor input	yes/no
1	4	Presentation	Quality of visual aids	Hard to decifer, confusing information, visual aids detract from presentation	Clear and readable visual aids that enhance the presentation	Visual aids extend lesson or provide an added dimension	in class	yes/no
2	1	Instructor-student interaction	Lecture rapport with audience: Instructor eye contact	Primarily focussed on notes or board	Eye contact with students; some evaluation of student comprehension/attitudes	Eye contact with entire room; regular and effective evaluation of student comprehension/attitudes	in class	yes/no
2	2	Instructor-student interaction	Encouragement of student questions/feedback during lecture	Straight, uninterrupted lecture; ignores or does not see students seeking to ask questions.	Occasional questions to class; uses student answer to clarify or elaborate	Uses creative ways to encourage questions and student feedback	In class	yes/no
2	3	Instructor-student interaction	Student engagement	Students not taking or referring to notes	Straight lecture; students as scribes or following along posted notes or handouts	Students asked to synthesize material (such as, discuss broad ideas, analyze data, apply to new situations)	In class; review of handouts, posted notes, or assignments.	yes/no
2	4	Instructor-student interaction	Pre/post lecture interaction	Students not engaged, or not allowed to engage, before or after lecture.	Students feel comfortable asking questions before or after lecture	Students have extensive opportunities for interaction; (possibly including ELMS online discussions or activities outside of class)	Before/after class	yes/no
3	1	Lecture content	Main ideas are clear and specific	Hard to determine main ideas	Main ideas presented clearly and elaborated with examples and analogies	Main ideas elaborated and contrasted with alternatives	In class	yes/no
3	2	Lecture content	Relevance: indication of why material presented is important/relevant within or beyond discipline	Recitation of content without reference to why it is important or relation to a larger context	Occasional reference to question/controversies in field or alternative interpretations if such exist	When appropriate the material presented is interwoven with context and relevance	Primarily class; also review of course syllabus and supporting documents (e.g. posting of topical links on web site)	yes/no
3	3	Lecture content	Present how scientists come to certain conclusions	Does not present the theoretical or experimental basis for any of the material presented	Includes a good balance between course coverage and presentation of the theoretical/experimental underpinnings	Includes an appropriate level of student design/critique of experiments	in class	yes/no
3	4	Lecture content	Quality of education	Only requires memorization without understanding	Requires recall and understanding	Synthesizes higher order concepts	in class / instructor input	yes/no
4	1	Lecture organization	Progression of topics/concepts	No apparent ordering of topics; boundaries and links among topics unclear	Topics discrete and follow logically from each other.	Topics discrete, logically ordered, and build upon each other along a clear theme.	In class; in discussion with instructor before/after class; syllabus	yes/no
4	2	Lecture organization	Linkage of topics to main points/theme	No reference back to main points	Topics seem relevant to main points, but relevance not made explicit.	Most or all topics related to initial lecture goals/themes/points	In class; in discussion with instructor before/after class.	yes/no
4	3	Lecture organization	Summary	No summary when a summary would be useful	General summary of material covered if needed	General and/or specific summary including conclusions and extrapolations	in class	yes/no
5	1	Assessments	Homework/problem sets	Not offered but warranted	Assignments provided as needed	Assignments used creatively to enhance learning.	in class / instructor input	yes/no
5	2	Assessments	Assessment: use of quizzes, clickers, other technology as appropriate	Not done when these would aid significantly.	Assessment strategy is sufficent but could use improvement.	Creative use of assessment tools as appropriate in the context of the course.	in class	yes/no
5	3	Assessments	Promote reading/writing skills: papers and other written material required	Does not promote reading or writing skills when it would be an appropriate goal for the course.	Uses assignments to promote reading and writing when it is a stated goal of the course.	Uses creative methods to improve both reading and writing skills.	Instructor/Syllabus	yes/no
5	4	Assessments	Promote math/quantitative skills: quantitative information presented	Does not use quantitation when its use would enhance the goals of the course.	Uses quantitation to an extent that is appropriate for the course being taught.	Assignments and assessments require application of mathematics or interpretation of quantitative data.	Instructor/Syllabus	yes/no
5	5	Assessments	Feedback timing	Takes more than 3 weeks to return assignments or exams	Takes 1-2 weeks to return assignments or exams	Takes less than 1 week to return assignments or exams	in class / instructor input	yes/no
5	6	Assessments	Feedback quality	Assignments receive score only, or grading standards are ambiguous	Assignments receive constructive feedback that highlight strengths and weaknesses	Handed-back assignments give students impetus to return to the assignment, reflect on their performance, and improve	Instructor input	yes/no
6	1	Course content & organization	Continuity	No reference to previous courses when such a reference would help in the educational process.	Reference to course prerequisites as appropriate	Clear indication of how current course builds on previous courses or how the course prepares students for future courses/work.	In class / syllabus /instructor input	yes/no
6	2	Course content & organization	Displays mastery of information presented	Missing information or important concepts	Knowledgeable with relevant information	State of the art knowledge, i.e. integrates recent literature into lecture	In class / syllabus /instructor input	yes/no