



### Teaching Effectiveness Evaluation Worksheet

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Teacher Observed: \_\_\_\_\_ Class: \_\_\_\_\_

Face-to-Face: \_\_\_\_\_ Online Synchronous: \_\_\_\_\_ Online Asynchronous: \_\_\_\_\_ Hybrid: \_\_\_\_\_

\*Note: If the class is hybrid, the evaluator can follow the evaluation criteria based on the observed modality.

Observer: \_\_\_\_\_ Date: \_\_\_\_\_

The following scale may be used to guide your evaluation of teaching effectiveness:

N/A = unable to observe

3 = average

5 = outstanding

2 = weak

4 = strong

1 = deficient

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#### ASPECTS OF TEACHING

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##### Course Outline

- \_\_\_\_\_ 1. A clear statement of the course learning outcomes.
- \_\_\_\_\_ 2. A sequence of topics to be covered.
- \_\_\_\_\_ 3. A clear description of assignments and indication of the sequence in which topics will be covered.
- \_\_\_\_\_ 4. Description of materials needed for the course, such as texts, readings, and equipment.
- \_\_\_\_\_ 5. Exam schedule congruent with University requirements, i.e., first exam before the drop deadline, no exam during the final week of classes, adherence to final exam schedule.
- \_\_\_\_\_ 6. An indication of how student performance will be evaluated (exams, projects, etc.); bases for performance seem reasonable and appropriate.
- \_\_\_\_\_ 7. A clear statement of expectations for student performance (attendance, participation, etc.) and criteria for evaluating on these activities.
- \_\_\_\_\_ 8. Indication of availability for office hours and consultation with students.

- \_\_\_\_\_ 9. Required statements are included in the course syllabus or a link is provided in Blackboard.

### **Exams**

- \_\_\_\_\_ 1. Assessment of learning outcomes.
- \_\_\_\_\_ 2. Presentation of questions in a clear and comprehensible format.
- \_\_\_\_\_ 3. Adequate opportunities for successful performance, e.g., a sufficient number of exams, a sufficient number of questions, etc.

### **Course Materials**

- \_\_\_\_\_ 1. Handouts, videos, websites, and other materials appear to be relevant and informative.
- \_\_\_\_\_ 2. Required texts and materials are used sufficiently to justify their purchase by students.

### **Student Engagement**

- \_\_\_\_\_ 1. Opportunities provided to interact or seek guidance from the instructor.
- \_\_\_\_\_ 2. Attention to presentation, responsiveness, and participation in discussion.
- \_\_\_\_\_ 3. Inclusive learning environment for the engagement of diverse students.

### **Classroom Performances**

- \_\_\_\_\_ 1. Starting class on time, introducing lessons smoothly, and creating an environment conducive to learning.
- \_\_\_\_\_ 2. Material relevant to the subject presented at the appropriate level in a clear and comprehensible manner; the instructor's knowledge of subject evident.
- \_\_\_\_\_ 3. Instructor planning evident; delivery clear, timing appropriate, transitions smooth.
- \_\_\_\_\_ 4. Effective, flexible, and appropriate variation in the presentation style, including promoting student participation.
- \_\_\_\_\_ 5. Skillful questioning and reinforcement, promoting levels of thinking, soliciting comments and questions, and giving feedback to students.
- \_\_\_\_\_ 6. Media, other materials are neat, clear (audible), relevant, and appropriate.

- \_\_\_\_\_ 7. Clear ending of the lesson; summary ties together concepts covered.
- \_\_\_\_\_ 8. Enthusiastic; pleasing voice quality.
- \_\_\_\_\_ 9. Appropriate eye contact with students.

**Online Organization and Design (Online Asynchronous Only)**

- \_\_\_\_\_ 1. Intuitive navigation and structure to follow for students.
  - \_\_\_\_\_ 2. Instructor communicates a sense of interest, enthusiasm, and excitement about the content.
  - \_\_\_\_\_ 3. If a video lecture was provided, content was delivered effectively with appropriate volume, pace, tone, and length.
  - \_\_\_\_\_ 4. Tools and media formats available to support the course learning outcomes.
  - \_\_\_\_\_ 5. Clear guidance and protocols for the use of the course tools.
  - \_\_\_\_\_ 6. Flexible and appropriate variation in the online teaching presentation.
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**Please attach a narrative summary of your observations to include overall strengths and suggestions for improvement or type the narrative on the following page.**

**Did the students display any challenges, issues, or biases during the observation? If so, please describe.**

**RETURN DIRECTLY TO THE CHAIR OF THE TEACHING EFFECTIVENESS COMMITTEE, Dr. Kristy Soloski, and she will send it to the Department Chair/School Director and the person evaluated.**

**Narrative Summary**

Overall Strengths:

Suggestions:

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**Printed Name of Observer**

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**Signature of Observer**