

A Checklist of Teacher Behaviors for a Class Session*

Instructor Evaluation for _____

Observer: _____

Class observed: _____

Date and time: _____

Instructions: Rate the instructor on the extent to which you believe they possess these teacher qualities and exhibit the corresponding behaviors based on the class observation. In addition, please make clarifying notes as needed.

During the class session observed, the faculty member exhibited behaviors reflective of this quality:

- 4) Frequently
- 3) Sometimes
- 2) Occasionally
- 1) Never (not an observed behavior during this class session)

Teacher Qualities and Corresponding Behaviors

__ Approachable/Personable

(Smiles, greets students, initiates conversations, invites questions, responds respectfully to student comments)

__ Authoritative

(Establishes clear course rules; maintains classroom order firmly, without embarrassing students; speaks in a loud, strong voice)

__ Confident

(Speaks clearly, makes eye contact, and answers questions correctly)

__ Creative and Interesting (experiments with teaching methods; uses technological devices to support and enhance lectures; uses interesting, relevant, and personal examples; not monotone)

__ Effective Communicator

(Speaks clearly/loudly; uses precise English; gives clear, compelling examples)

__ Encourages and Cares for Students

(Provides praise for good student work, helps students who need it, and knows student names)

__ Enthusiastic about Teaching and about Topic

(Smiles during class, prepares interesting class activities, uses gestures and expressions of emotion to emphasize important points, and arrives on time for class)

__ Establishes Daily and Academic Term Goals

(Prepares/follows the syllabus and has stated goals for each class, shared with students)

__ Good Listener

(Does not interrupt students while they are talking, maintains eye contact, and asks questions about points that students are making; pays attention to students when they state their opinions)

__ Inclusive

(Teaches through multiple means, through oral (e.g. lecture, instructions), visual (cognitive maps, diagrams) and written means (e.g. course assignments, instructions) and through equitable facilitation skills for class dialogue.

__ Knowledgeable about Subject Matter

(Easily answers students' questions, does not read straight from the book or notes, and uses clear and understandable examples)

__Manages Class Time

(Arrives to class on time/early, dismisses class on time, presents relevant materials in class, leaves time for questions, keeps appointments, and returns work in a timely way)

__Persistent and Sensitive to Student Learning

(Makes sure students understand material before moving to new material, repeats information when necessary, asks questions / polls students to check student understanding, offers opportunities to check understanding during class; holds individual students accountable for learning)

__Positive, Flexible Attitude and Humble Demeanor

(Lighthearted, tells relevant stories, laughs with students; admits mistakes, accepts criticism from others, self-deprecating)

__Prepared

(Brings necessary materials to class, is on time for class, sets up technology before students are entering class, provides outlines of class content and other resources at or before start of class)

__Presents Current Information

(Relates topic to current, real-life situations; uses recent videos, magazines, and other items to demonstrate points; talks about current topics; and uses new or recent texts, uses online resources for text, video, data; presents demonstrations or uses pre-recorded demonstrations)

__Professional

(Dresses nicely, no profanity, is respectful of students and colleagues, speaks respectfully, ethically about discipline and university)

__Promotes Class Discussion

(Asks controversial or challenging questions during class, asks open-ended questions, asks students to develop points further, gives points for class participation, involves students in group activities during class, engages a wide range of students during class)

__Promotes Critical and Creative Thinking

(Asks a variety of types of questions—comprehension, factual, rhetorical, exploratory, predicative. Poses problems, introduces case studies, encourages brainstorming and pair sharing, uses simulations/games/role plays,)

__Provides Constructive Feedback and Asks for Feedback

(Answers students' questions, gives advice on test-taking, provides advice on studying, asks for student feedback)

__Rapport

(initiates and maintains class discussions, knows student names, interacts with students before and after class; students appear relaxed, talk with each other, get involved with class—more than just the first two rows of seats)

__Respectful

(Does not humiliate or embarrass students in class, is polite to students [says thank you and please, etc.], does not interrupt students while they are talking, and does not talk down to students)

__Technologically Competent

(Knows how to use a computer / smart podium and smart board, incorporates a full Canvas site into class, communicates by email, uses technology to further learning and communication, is open to and advises students on use of technology for learning, uses relevant apps and websites)

__Understanding of Others

(Accepts legitimate excuses for missing class or coursework, is available before/after class to answer questions, does not lose temper at students, and takes extra time to discuss difficult concepts)