**Teaching External Assessment**

Instructor: Evaluator:

Course Number and Name: Date of Observation:

**Class Description**

Describe the class. Include the student population served, the size and setting of the class, and where this class fits in the students' program of study.

**Course materials**: Request access to the syllabus, class first-day handouts, current or previous year exams. This can usually be done by having the instructor add you as an observer to the Canvas site.

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| **1.1 Syllabus**. The syllabus included information on course goals and learning objectives, grading, exam policies, schedule of topics, and other essential information |
| Evidence: |
| **1.2 Course objective.** The course objectives and learning goals are clear and consistent with students’ background and preparation. |
| Evidence: |
| **1.3 Formal Assessment.** Formal assessments in the class are consistent with instructional objectives (homework, lab sheets, tests, quizzes, etc.). Questions assessed depth of knowledge and critical thinking, rather than memorization. |
| Evidence: |

**Environment, Structure, and Implementation**

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| **2.1 Organized**. The instructor’s activities were well-organized, were structured, and made good use of time. |
| Evidence: |
| **2.2 Engagement.** The instructor employed active learning strategies appropriate for the size and structure of the class. Students were on task throughout the class and engaged in learning. |
| Evidence: |
| **2.3 Informal Assessment.** The instructor took advantage of opportunities to gauge student understanding (asking questions, classroom response system, quizzes, etc.). |
| Evidence: |
| **2.4 Inclusivity**. The instructor demonstrates awareness of diversity and awareness of the range of student experiences (e.g. instructor asks for student feedback/participation in a variety of ways, content is free of materials that are insensitive to gender and racial diversity). |
| Evidence: |
| **2.5 Resources**. Resources selected for the class (e.g. demos, PowerPoints) enhanced the instruction. |
| Evidence: |

**Content, Significance, and Connections**

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| **3.1** **Content**. The instructor chose content that was appropriate and in alignment with stated learning objectives. |
| Evidence: |
| **3.2** **Connections**. The instructional strategies and activities used clearly connected to students’ prior knowledge and experience. |
| Evidence: |
| **3.3** **Significance and Relevance**. The instructor made the significance of the material explicit by drawing appropriate connections to other areas of learning or to other disciplines, or by bringing up the topic’s role in history, current events, or applications. |
| Evidence: |

Summary and other comments:

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Signature (Observer) Signature (Instructor)