

Notes to Complete Rubric

Note 1 Numbers and letters following “e.g.” refer to Principles of How People Learn, Key Findings, Implications for Teaching, and Miscellaneous Points.

Note 2 Clear Goals, Adequate Preparation, Appropriate Methods, Significant Results, Effective Presentation, and Reflective Critique are from Scholarship Assessed in which the authors present their distillation of extensive research on the practices of scholarship in U.S. universities and colleges as these six criteria of evaluating scholarship whether that scholarship be discovery, teaching, integration, or engagement (see the seminal Scholarship Reconsidered by Boyer)

Note 3 Changing Practices in Evaluating Teaching. A practical guide to improved faculty performance and promotion/tenure decisions by Peter Seldin (Ed.) and Associates summarizes the minimum training areas to cover as what criteria to use, how to apply the criteria, observational skills, record-keeping, and how to provide constructive criticism.

Note 4 Changing Practices in Evaluating Teaching. A practical guide to improved faculty performance and promotion/tenure decisions by Peter Seldin (Ed.) and Associates summarizes the extensive literature on what faculty, but not students, can assess as a) goals, content, and organization of course design, b) the methods and materials used in delivery, and c) and evaluation of student work, the instructor’s grading practices, and the instructor’s adherence to ethical standards AND 1) mastery of course content, 2) selection of course content, 3) course organization, 4) appropriateness of course objectives, 5) instructional materials, 6) evaluation devices, 7) methods used to teach specific content areas, 8) commitment to teaching and concern for student learning, 9) student achievement, and 1) support of departmental instructional objectives.

Note 5 Peter Seldin (ed) has specific guidelines for choosing observers

Note 6 Peter Seldin has specific guidelines on the pre-observation meeting

Note 7 Peter Seldin has specific guidelines on the post-observation meeting

Note 8 Peter Seldin has specific guidelines on the final report

Note 9

Pool of trained reviewers:

One from each college, including Graduate School, plus two from TPS makes 10.

Time expectation would be 4 hrs training per year plus a maximum of 16 hours per course (3 for review of syllabus + 9 for classroom observation + 2 for interviewing students + 2 for reviewing SROI) to 9 hours per course (9 hours for classroom observation)

One observer from department as well.

Approach everything as summative, but results are only summative if instructor chooses it to be summative beforehand or the department requires it to be summative beforehand.

Choosing a course. Up to instructor unless it is summative, in which case the department chair, instructor and observers have to agree.

Note 10 Evaluation, Synthesis, Analysis, Application, and Comprehension from Bloom (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green