

Instructor Classroom Best Practices Checklist

This checklist is intended for use by instructors teaching courses within Great Plains IDEA programs. The competencies and categories provided are those that instructors should possess, achieve, and maintain for effective and quality classroom performance. This list is intended to be used as a guideline for instructor best practices and improvement measures.

Accuracy:

- Instructor sets up course(s) and administers appropriate dates, times, and access to course materials prior to the first day of class. Discussions and exams may be set to allow access during the grading period in which they occur. Extending discussions or quizzes/exams is at the discretion of the instructor.
- A syllabus and course schedule clearly outlining the goals, expectations, and timeline for course activities is posted and made available to students prior to or by the first day of class.
- Grades are posted in the grade center correctly.

Presence:

- Course content is professional in appearance and reflects instructor's personal teaching philosophy and commitment to personal engagement. Shares positive and enthusiastic approach to learning, encourages students toward successful completion of course.
- The course has a "Meet Your Instructor" page, which includes a photo, welcome video with instructor presence, office hours, biography, teaching philosophy, and current contact information including email and phone number (if appropriate).
- The instructor holds synchronous office hours weekly or bi-weekly using the following criteria: audio and video, relevant presentation of course material if time allows, opportunity for students to ask questions and interact with the instructor and their peers. These sessions can be recorded and posted for students who cannot attend to access at a later time.
- Instructor posts an announcement at the beginning of the course, which includes contact information, late policy, and reminder to students to complete any tasks necessary during the first week.
- All announcements support course goals and update students on assignments, policy changes, and important reminders on an on-going basis. Instructors are encouraged to post at least one announcement a week throughout the entire course.
- Instructor maintains and models professional behavior and high level of academic presence. Clearly demonstrates mastery of course and shares key points in discussions, lectures, and announcements. All written communications are grammatically correct, contain no spelling errors, and are professional and respectful in tone. All resources (videos, power point presentations, files) are accessible to students and appropriate for course goals.

Engagement:

- Instructor engages students throughout the class with personal, informative and inquiry based comments. Instructors lead discussion areas with substantive and learning-based feedback throughout the week.
- Instructor clearly engages students in discussions by responding each week to student posts with either written or video feedback and comments. Instructors engage in actions which help to further the discussion among students.
- All graded items have appropriate feedback. Instructor clearly guides and assesses student work with substantive summative comments and use of rubric when available.

Responsiveness:

- Instructor responds to student questions and inquiries within 24 hours during the work week, or within the guidelines provided in the syllabus throughout the course. Instructors communicate with students if they will be out of the office and away from e-mail for a period of time.
- Instructor posts a warm, personal and engaging response to all student posts in Introductions during the first week of the course.
- Instructor demonstrates care, responsiveness, and reasonable accommodation to students' needs.
- Grades are posted in a timely manner (within at least two weeks after the due date.)