

Videotaping for Assessment of Teaching Checklist

A. Clarity of Presentation

Clarity of Presentation items reflect teaching practices that prevent confusion and foster better understanding of the subject matter. Some of these may apply exclusively to the lecture format.

	<u>Needs Improvement</u>	<u>Satisfactory</u>	<u>Well Done</u>
1 Provides or presents a written outline of main points for the day's class.	1	2	3
2 Regularly defines new terms, concepts, and principles when they are introduced.	1	2	3
3 Explains why particular processes, techniques, or formulae are used in solving problems.	1	2	3
4 Uses many concrete examples to explain concepts.	1	2	3
5 Relates new ideas and concepts to more familiar ones from the course or from student experiences.	1	2	3
6 Provides occasional summaries and restatements of important ideas, especially during the discussions.	1	2	3
7 Slows the pace of delivery when lecturing on complex and difficult material.	1	2	3
8 Does not allow digressions from the main topic too often.	1	2	3
9 Uses support materials (diagrams, multimedia presentations, etc.) to reinforce and emphasize important points.	1	2	3
10 Written material on the blackboard or presentation device is organized, legible, and reflects only important points.	1	2	3

B. Class Structure and Organization

Class Structure and Organization should be clearly evident on the video tape. If they are not, your students probably missed them as well.

	<u>Needs Improvement</u>	<u>Satisfactory</u>	<u>Well Done</u>
11 Clearly states the objectives or purpose of the class (what students will gain from class today).	1	2	3
12 Relates material to content from previous classes and the underlying themes of the course.	1	2	3
13 Checks to ascertain if students are following the logic of the lecture, discussion, or activity.	1	2	3
14 Summarizes major points at the conclusion of class.	1	2	3
15 Shows how this day's class anticipates or lays the groundwork for subsequent classes.	1	2	3