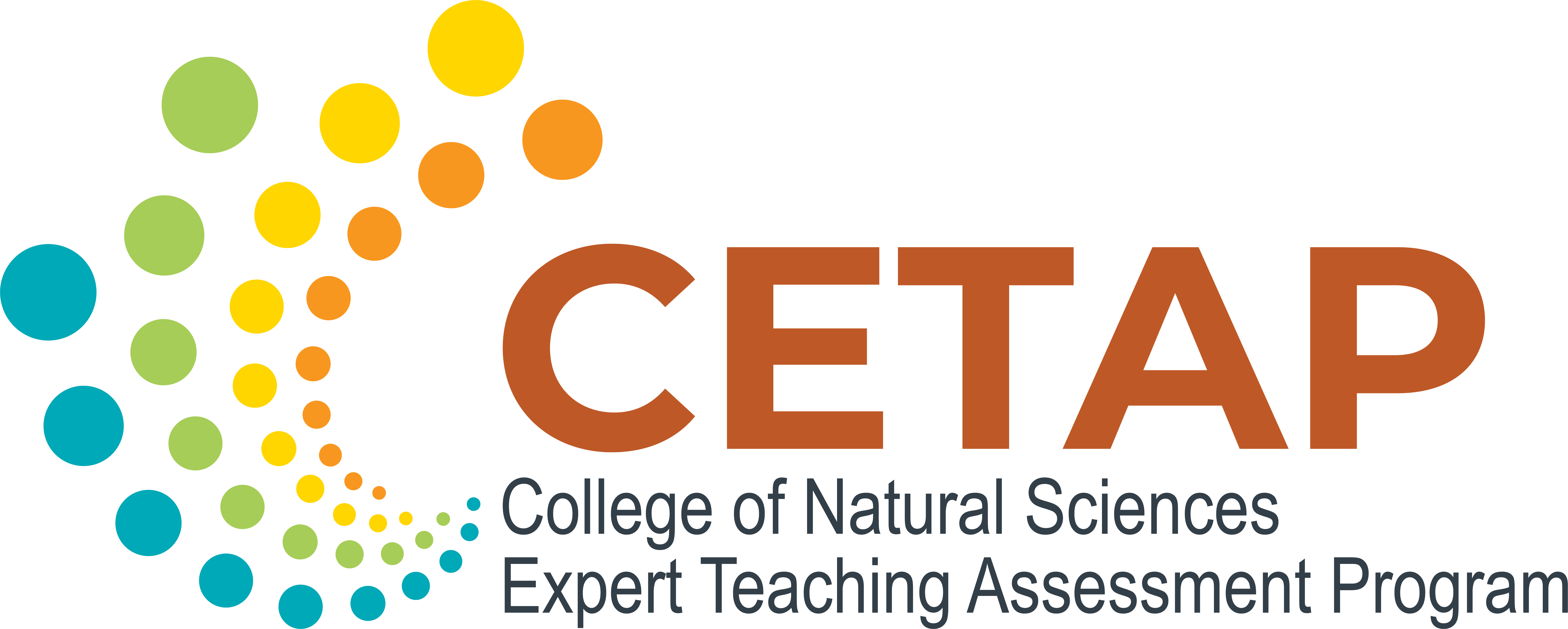
CNS Expert Teaching Assessment

Instructor

Course Name

Evaluator

Date of Observation

Date of Debrief

# 1 Overview

## 1.1 Executive Summary

Summary of strengths and opportunities noted, impressions of overall classroom climate, and constructive & actionable advice should be included in this section.

## 1.2 Class Description

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

# 2 Course materials

## 2.1 Syllabus

The syllabus includes all state-required information. If required, the syllabus is posted on the Access Syllabi and CVs website with student employee names redacted. Note any university-recommended information included, such as course context in the program/discipline/field, clear learning objectives or outcomes, a detailed schedule of deadlines, and information about university services and resources.

## 2.2 Course objectives

The course objectives and learning goals are clear and consistent with students’ background and preparation.

## 2.3 Formal Assessments

Formal assessments in the class are consistent with instructional objectives (homework, lab sheets, tests, quizzes, etc.).  Provide 1-2 examples of questions on formal assessments and include remarks on the depth of learning required for successful completion of the question(s).

## 2.4 Resources

Resources selected for the class (e.g. demos, PowerPoints, required readings) enhanced the instruction. Internet materials (if assessed) are web-accessible and easy to use.

# 3 Environment, Structure, and Implementation

## 3.1 Organization

The instructor’s activities were well-organized, were structured, and made good use of time.

## 3.2 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.

## 3.3 Formative/Informal Assessment

The instructor took advantage of opportunities to gauge student understanding (asking questions, classroom response system, quizzes, etc.) during instruction or class time.

## 3.4 Teaching All Learners

The instructor demonstrates awareness of the range of their students’ experiences and designs their course accordingly (e.g. learning goals are clearly stated; students have opportunities to demonstrate mastery in multiple ways; effort is made to reduce unnecessary barriers to access and participation; classroom disruptions, if they exist, are handled with sensitivity; rubrics are used to communicate expectations; materials used during class time were equally usable by all students, students have opportunities to assess their own progress; instructor utilizes Universal Design for Learning guidelines in course design, etc.).

Signature (observer)