### Content of Lesson
- Information presented is accurate and consistent with course outline and/or syllabus.
- Directly relates instruction to established objective.
- Sets objectives which are clear, identifiable, and at an appropriate instructional level.
- Student Learning Outcome is identified either verbally or via syllabus.
- Is knowledgeable and competent in subject area.

#### Examples/Comments:

### Class Management and Organization
- Displays an efficient use of class time
- Pace of presentation is appropriate
- Demonstrates adequate pre-planning and preparation (handouts, room set up, etc.)
- Prepares and motivates students for the lesson
- Follows dates in course outline/syllabus
- Introduction and conclusion of topics
- Treatment of late comers
- Management of grading issues/records

#### Examples/Comments:
### Communication

- The instructor maintains appropriate eye contact with the class.
- The instructor’s general attitude toward students is positive and enthusiastic.
- Verbal expressions and verbal demeanor set a tone for a classroom environment that promotes the learning process.
- Displays an appropriate interaction with audience (responsiveness of students)
- Demonstrates a clarity and organization of verbal and written material.
- Presents a professional image.

**Examples/Comments:**

### Teaching Effectiveness

<table>
<thead>
<tr>
<th>Creativity in presentation</th>
<th>Lesson is delivered clearly and is easy to understand.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens attentively and gives explanations to students with clarity and in a non-threatening manner</td>
<td>Displays a variety of teaching practices (lecture, group work, presentations, etc.)</td>
</tr>
<tr>
<td>Encourages student participation by inviting questions, allowing students to problem-solve, or encourages feedback during class session</td>
<td>Gives practical, timely, and appropriate examples related to content being presented.</td>
</tr>
<tr>
<td>Shows an ability to maintain student interest.</td>
<td>Embellishes lecture/discussion by providing relevant information from sources other than textbook, if appropriate</td>
</tr>
<tr>
<td>Demonstrates awareness and/or sensitivity to cultural, ethnic, and gender differences in communication with class members.</td>
<td>Checks to make sure students understand what is being taught and adjusts if necessary.</td>
</tr>
<tr>
<td>Material is presented at the appropriate level for students.</td>
<td></td>
</tr>
</tbody>
</table>

**Examples/Comments:**
<table>
<thead>
<tr>
<th>Student Involvement and Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are students actively taking notes?</td>
</tr>
<tr>
<td>Do students display attentive listening?</td>
</tr>
</tbody>
</table>

**Examples/Comments:**

**Evaluator:**

Karen Koos, Dean of Mathematics and Sciences  Date