# College Of Agriculture and Natural Resources Tips for Evaluation of Teaching

This document was created by the Teaching and Academic Policy Committee (TAPC) to be used in conjunction with the [Toolkit: Recognize and Understand Effective Teaching to Enhance Student Learning](https://www.canr.msu.edu/facultystaff/uploads/files/Jan19draft_administrator-faculty-toolkit.pdf) . This is guide and a checklist, not a quantitative assessment of teaching effectiveness, but it is adaptable to program policies and customs. In evaluating teaching, please refer to this document on a course-by-course basis. Encourage the instructor to provide supporting documentation when available.

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| **☑** | I-Foundations of Instruction |
|  | 1. Teaching effort meets expectations. |
|  | 1. Syllabus reflects best practices or use the CANR template. See: [Course Resources-Academics](https://www.canr.msu.edu/academics/courses/index) |
|  | 1. Syllabus is kept current. |
|  | 1. Learning goals/outcomes are [measurable.](https://natsci.msu.edu/students/current-students/student-success-resources/academic-success/habits-to-develop-outside-of-class/learning-objectives/) |
|  | 1. Opportunities for [summative and formative assessment](https://www.edglossary.org/formative-assessment/) are explicit and sufficiently frequent. |
|  | 1. Assessment and learning activities align with objectives. |
|  | 1. Objectives, assessments, and activities align with discipline criteria or standards (if exist) |
|  | 1. Assessment strategies provide learners with multiple means to show understanding. |
|  | 1. Feedback to students is timely, constructive, and individualized. |
|  | 1. Methods that promote active, and student-centered learning. |
|  | 1. Course content is updated commensurably to the discipline. |
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| **☑** | II-Commitment to Effective Teaching |
|  | Note and review any of the following: |
|  | 1. A written Teaching Philosophy |
|  | 1. Participation in professional development related to instruction. |
|  | 1. Recognition or awards, internal or external, related to teaching. |
|  | 1. Engagement in scholarship of teaching and learning, including self-reflection, research, publications, presentations, and other teaching and curricular contributions. |
|  | 1. Analysis of Narrative Comments from Student Evaluations, in addition to quantitative data |
|  | 1. Other assessments: self-eval, peer review, classroom observations, external review |
|  | 1. Innovative teaching strategies, assignments, or assessments |
|  | 1. Results from [formative assessments](https://www.edglossary.org/formative-assessment/) are considered in current course delivery. |
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| **☑** | III-Course Environment |
|  | 1. [Accessibility](https://webaccess.msu.edu/index.html): Attention is given to deliver course in ways that promote equal access to materials, teaching methods, learning experiences, assessments, and communications. D2L: [Spartan Ally](https://webaccess.msu.edu/Help_and_Resources/Spartan_Ally.html) |
|  | 1. [Inclusion:](https://www.canr.msu.edu/diversity/) Equity, inclusion, and diversity of voices are consciously integrated into course design and selection of materials. |
|  | 1. Opportunities for Student-to-Student interactions to meet social needs of students. |
|  | 1. Expectations, opportunities, and modes of Student-to-Instructor communication are clearly described and sufficient. |
|  | 1. Technological issues of students are monitored and, if needed, are addressed. |
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# College Of Agriculture and Natural Resources Tips for Evaluation of Teaching Worksheet

The worksheet is provided for you take notes or amend the tip sheet to meet your programs’ needs. For example, you may wish to make a custom scale or add specific criteria.

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| 1 2 3 4 | 1=lick or tap here to enter text.2=Click or tap here to enter text.  3=Click or tap here to enter text.4=Click or tap here to enter text. |
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|  | 1. Expectations, opportunities, and modes of Student-to-Instructor communication are clearly described and sufficient. |
|  | 1. Technological issues of students are monitored and addressed as needed. |
|  |  |

#### References:

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, *111*(23), 8410-8415.

[Quality Matters](https://tech.msu.edu/service-catalog/teaching/tools/quality-matters/) (QM) is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. MSU purchased a campus subscription to the QM Rubric to assist faculty and instructors in creating quality courses that will improve online education and student learning, MSU IT Academic Technology consults with faculty and instructors on applying QM standards to their courses and developing new approaches in online and blended learning.