

Guidelines
Video Recording & Classroom Visitation Rubric
NMSU Teaching Academy

As a form of self-review, you may want to apply this rubric yourself to a recording of a class. Your written response can be used to fulfill the requirements for “evidence from the instructor” in the “Evaluation of Teaching” page in Digital Measures.

You may also want to seek feedback from another professional by asking a peer to visit one of your classes and apply this rubric. His or her written response can be used to fulfill the requirements for “evidence from other professionals” in the “Evaluation of Teaching” page in Digital Measures.

Analyzing a video recording of your class and exchanging classroom visits are also excellent ways to get great ideas about teaching.

Instructions for Self-reviewer:

1. Read the rubric carefully before you review your video recording and after you view it as you write your response to the class.
2. For each major criterion (in **bold**, e.g., **Teacher Organization**), you may want to indicate your aggregate impression on the scale provided.
3. Write at least a one page single-spaced response to yourself, including commentary on each major criterion. Be sure to focus on elements of the class that are going well, as well as elements that could be improved.
4. There is no need to rate each minor criterion; they are there to help give you some ideas as to what to look for with regards to the major criterion (in **bold**, e.g., **Teacher Organization**). *You will not see all of these minor criteria in a single class period. Additionally, for some classes, some of these criteria will not even be applicable.*

Instructions for Visitor:

1. Read the rubric carefully before class and after class as you write your response to the class. There is no need to take the rubric to class, although you may choose to do so.
2. For each major criterion (in **bold**, e.g., **Teacher Organization**), you may want to indicate your aggregate impression on the scale provided.
3. Write at least a one page single-spaced response to your class visit, including commentary on each major criterion. Be sure to focus on elements of the class that are going well, as well as elements that could be improved.
4. There is no need to rate each minor criterion; they are there to help give you some ideas as to what to look for with regards to the major criterion (in **bold**, e.g., **Teacher Organization**). *You will not see all of these minor criteria in a single class period. Additionally, for some classes, some of these criteria will not even be applicable.*

August 17, 2011

Thus rubric is updated regularly. Please use the latest form, which can be found at teaching.nmsu.edu/resources/rubrics.

Video-Recording/Classroom Visitation Rubric

	Meets most criteria	Meets some criteria	Meets few criteria
Teacher Organization	3	2	1
<ul style="list-style-type: none">• The teacher arrives to class early.• The teacher places learning in context.<ul style="list-style-type: none">○ The teacher states the relation of the class to the previous one.○ The teacher provides class goals or objectives.○ The teacher keeps the class focused on the objectives.○ The teacher provides an outline of the class.○ The teacher follows the class outline.○ The teacher makes transitional statements between class segments.○ The teacher summarizes or has a student summarize periodically.• The teacher uses class time efficiently.• The teacher uses board work, class handouts and multimedia effectively.• The teacher is well prepared for class.			

	Meets most criteria	Meets some criteria	Meets few criteria
Teacher Strategies:	3	2	1
Engaging Students			
<ul style="list-style-type: none">• The teacher's choice of teaching techniques seems appropriate for the objectives.<ul style="list-style-type: none">○ The teacher uses more than one form of teaching.○ The teacher presents material in "chunks" (small units of related material).• The teacher facilitates discussions well.<ul style="list-style-type: none">○ The teacher listens carefully to students.○ The teacher keeps the discussion focused.○ The teacher draws nonparticipating students into class.○ The teacher helps students extend their responses.○ The teacher encourages students to answer each other's questions.○ The teacher prevents specific students from dominating.• The teacher helps students to learn from each other.<ul style="list-style-type: none">○ The teacher provides explicit directions for active learning tasks.○ The teacher holds all group members responsible for group work.• The teacher provides an effective range of challenges.<ul style="list-style-type: none">○ The teacher raises stimulating and challenging questions.○ The teacher helps students apply theory to solve problems.• The teacher effectively engages students.			

August 17, 2011

Thus rubric is updated regularly. Please use the latest form, which can be found at teaching.nmsu.edu/resources/rubrics.

- | | | |
|------------------------|------------------------|-----------------------|
| Meets most
criteria | Meets some
criteria | Meets few
criteria |
| 3 | 2 | 1 |
- Pacing of Instruction**
- The class schedule proceeds at an appropriate pace.
 - The teacher allows enough time to complete active learning tasks.
 - The teacher is able to complete the topics scheduled for the class without rushing.
 - The teacher pauses at least 3 seconds after asking questions and before calling on a student.
 - The teacher accepts silence when necessary.

- | | | |
|------------------------|------------------------|-----------------------|
| Meets most
criteria | Meets some
criteria | Meets few
criteria |
| 3 | 2 | 1 |
- Presentation Skills**
- The teacher's vocal presentation is skillful.
 - The teacher's voice is audible.
 - The teacher varies the tone and pitch of voice for emphasis and interest.
 - The teacher speaks at a pace that allows students to take notes.
 - The teacher avoids extended reading from notes or texts.
 - The teacher's command of English is adequate.
 - The teacher's physical presentation is skillful.
 - The teacher maintains eye contact throughout the class.
 - The teacher avoids distracting mannerisms.
 - The teacher moves around the room to engage all students.
 - The teacher makes the subject matter interesting.

- | | | |
|------------------------|------------------------|-----------------------|
| Meets most
criteria | Meets some
criteria | Meets few
criteria |
| 3 | 2 | 1 |
- Clarity**
- The teacher emphasizes major points in the delivery of the subject matter.
 - The teacher ensures students understand content.
 - The teacher uses examples to explain content.
 - The teacher relates course material to practical situations.
 - The teacher defines new terms/concepts in language students can understand.
 - The teacher communicates the reasoning process behind operations or concepts.
 - The teacher elaborates on or repeats complex information.
 - The teacher pauses during explanations to allow students to ask questions.
 - The teacher ensures students understand before moving on.

	Meets most criteria	Meets some criteria	Meets few criteria
Rapport with Students	3	2	1
<ul style="list-style-type: none"> • The teacher creates a welcoming learning environment. <ul style="list-style-type: none"> ○ The teacher addresses students by name. ○ The teacher anticipates student problems. ○ The teacher provides feedback at given intervals. ○ The teacher uses positive reinforcement. ○ The teacher incorporates student ideas into the class. ○ The teacher demonstrates an appropriate sense of humor. ○ The teacher uses effective classroom management techniques. • The teacher welcomes student participation. <ul style="list-style-type: none"> ○ The teacher welcomes multiple perspectives. ○ The teacher effectively mediates conflicts or differences of opinion. ○ The teacher avoids statements that demean particular groups. ○ The teacher responds well to individual interests, abilities and concerns. ○ The teacher treats students impartially. • The teacher explains why he or she teaches the way he or she does. • The teacher involves students in improving the class. <ul style="list-style-type: none"> ○ The teacher seeks feedback on his or her teaching. ○ The teacher respects constructive criticism. 			

	Meets most criteria	Meets some criteria	Meets few criteria
Impact on Learning	3	2	1
<ul style="list-style-type: none"> • The teacher helps students develop critical thinking skills. <ul style="list-style-type: none"> ○ The teacher helps develop students' decision-making abilities. ○ The teacher helps develop students' analytic ability. ○ The teacher helps develop problem-solving ability. ○ The teacher helps develop students' creative ability ○ The teacher helps students to communicate effectively orally and in writing. ○ The teacher helps students learn how to learn. • The teacher broadens student views. <ul style="list-style-type: none"> ○ The teacher fosters respect for diverse points of view. ○ The teacher sensitizes students to views or feelings of others. ○ The teacher develops students' cultural awareness. • The teacher helps students develop as contributing members of society. <ul style="list-style-type: none"> ○ The teacher helps students function effectively as team members. ○ The teacher helps develop skills/techniques/views needed in the field. ○ The teacher helps students develop a clearer understanding of, and commitment to, personal values. • The teacher attends to student misconceptions. <ul style="list-style-type: none"> ○ The teacher sees that errors of fact, logic, or relevance get corrected. ○ The teacher distinguishes between fact and opinion, data and interpretation. ○ The teacher provides a healthy challenge to former attitudes. 			

August 17, 2011

Thus rubric is updated regularly. Please use the latest form, which can be found at teaching.nmsu.edu/resources/rubrics.

Note to reviewer: Please answer the following if the teacher is in your discipline or a closely related discipline:

	Meets most criteria	Meets some criteria	Meets few criteria
Content Knowledge	3	2	1
• The teacher focuses on important content in the field.			
○ The teacher provides for appropriate content detail.			
• The teacher is knowledgeable about the subject matter.			
○ The teacher's statements are accurate according to the standards of the field.			
○ The teacher is confident in explaining the subject matter.			
• The teacher identifies sources, perspectives, and authorities in the field.			
○ The teacher incorporates current scholarship in the field.			
• The teacher makes sure bias in assigned materials or discussion is addressed.			
• The teacher incorporates views of women and minorities.			

August 17, 2011

Thus rubric is updated regularly. Please use the latest form, which can be found at teaching.nmsu.edu/resources/rubrics.

About Learning Objectives

The rubric has certain expectations regarding learning objectives that may require some explanation:

1. *Why do I need learning objectives?* Learning objectives describe what students should learn in your class and are the first step to gather your evidence of student learning. Without learning objectives, you can't begin to assess how well students have learned in your course because you haven't yet articulated what they are supposed to learn.
2. *Why do learning objectives look like?* Learning objectives focus on what the student can do rather than what the student knows because it is hard to measure what a student knows except by observing what the student does. For example, in history, instead of "understanding basic historical events and people," a teacher probably wants students to be able to "recognize basic events and people" [on a multiple-choice test], or "describe basic historical events and people" [on a short-answer test], or "argue as an historian does regarding basic historical events and people" [on an essay test]. This last objective requires the instructor to unpack the objective further and answer the question, "How does an historian argue?" The answer might include (Walvoord 1998):
 - a. Take a position on a debatable historical issue
 - b. Use historical data as evidence for the position
 - c. Raise and answer counter arguments
3. *Why are learning objectives suggested for every unit and even for every day of the class?* Having daily learning objectives focuses the day and gives the learner a target. Daily learning objectives also help teachers stay away from one form of instruction all hour, such as lecture, because students need to be able to *do* something at the end of the hour. A daily learning objective helps teachers plan time to help the students learn how to do whatever students are supposed to be able to do at the end of the hour such as solve a problem, design a lab experiment, or write a persuasive essay.

If you are new to learning objectives, you might want to attend the learning objectives workshop at the Teaching Academy on August 31 and September 1, 2011, from 3-4:30. Registration is available at <http://teaching.nmsu.edu>. After the event the workshop will also be made available on MediaSite at <http://mediasite.nmsu.edu>. Once there, select Teaching Academy, the name of the event, *Assessment Made Simple: Step One-Writing Measurable Learning Objectives*.

August 17, 2011

Thus rubric is updated regularly. Please use the latest form, which can be found at teaching.nmsu.edu/resources/rubrics.