

## CWRU Special Examinations Competency Ratings

### Teaching an Undergraduate Seminar

Student:

Topic of the Course:

Course was taught during \_\_\_ fall \_\_\_ spring semester \_\_\_\_\_ (year)

Please note that many criteria are rated below. Items should be rated \* = outstanding and beyond our expectations; + = very good; 0 = adequate and the level we expect for most graduate students, or - = deficient and below our standards for acceptable teaching skill. Not all criteria can be displayed during the supervision of a mini-course. Other items may serve as an ideal for which instructors can strive to develop additional competency.

#### Course Syllabus:

- \_\_\_ Syllabus includes an organized sequence of topics
- \_\_\_ Syllabus includes an appropriate selection of readings
- \_\_\_ The goals for the course are clear and explicit
- \_\_\_ Syllabus includes a detailed description of grading policies
- \_\_\_ Course requirements (readings, papers, exams) appear realistic
- \_\_\_ Course strives to integrate the science and practice of psychology

#### Sample Lecture Notes:

- \_\_\_ Lecture notes appear organized and scholarly
- \_\_\_ Course material relies on current scholarly information
- \_\_\_ Important landmark studies are mentioned, if relevant to class goals
- \_\_\_ Relevant research studies are cited
- \_\_\_ Several examples are included to clarify the material
- \_\_\_ Thoughtful questions are included to stimulate discussion

#### General Issues related to Teaching:

- \_\_\_ Instructor demonstrates adequate background knowledge
- \_\_\_ Instructor demonstrates clear communication skills
- \_\_\_ Instructor appeared aware of potential ethical issues
- \_\_\_ Instructor appeared sensitive to issues of diversity
- \_\_\_ Instructor seems capable of self-evaluation
- \_\_\_ Instructor shows signs of innovation and creativity in teaching methods

**Classroom Performance:**

- \_\_\_\_\_ Instructor arrived on time, and appeared prepared to meet with students
- \_\_\_\_\_ Instructor displayed a professional attire and demeanor
- \_\_\_\_\_ Instructor seemed familiar with the students (names, interests, etc)
- \_\_\_\_\_ Lecture was presented in an organized manner
- \_\_\_\_\_ Lecture material was based in scholarly resources
- \_\_\_\_\_ Classroom participation was encouraged by discussion questions
- \_\_\_\_\_ Instructor appeared confident (voice was audible throughout the classroom)
- \_\_\_\_\_ Instructor provided useful and interesting examples
- \_\_\_\_\_ Critical thinking was encouraged through discussion
- \_\_\_\_\_ Instructor responded to all questions
- \_\_\_\_\_ Instructor appeared interested in the material
- \_\_\_\_\_ Class session ended on time, with time left for final questions

**Grading and Grading Policies:**

- \_\_\_\_\_ Grading criteria are described in a clear and explicit manner
- \_\_\_\_\_ Grading policies seem fair and unbiased
- \_\_\_\_\_ Grading policies were written in a thoughtful manner
- \_\_\_\_\_ Grading was based on appropriate exams or essays
- \_\_\_\_\_ Instructor appropriately managed requests for special consideration

Notable strengths:

Suggested areas for ongoing professional development:

The signature below indicates that the student has performed adequately on all components of the teaching special exam.

\_\_\_\_\_  
Faculty Advisor Signature

\_\_\_\_\_  
Date of Approval