

## AA 5.ASSESSMENT OF IN-CLASS INSTRUCTION POLICY

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<b>Title:</b>	<b>Assessment of In-Class Instruction Policy</b>
<b>Policy Number:</b>	AA 05/ 1.2015
<b>Effective Date:</b>	October 7, 2015
<b>Issuing Authority:</b>	University Academic Board

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### 1. RATIONALE

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Assessment of In-Class Instruction (AICI) is a tool that aims to improve teaching effectiveness and provide useful and objective feedback to instructors about their teaching methodologies and lecture delivery style by peers. AICI is not about evaluating the instructor, rather an instrument that offers insights about the learning experience by an objective observer as it unfolds in context; it is not about judging the instructor's knowledge or teaching skills, but a way to gauge the engagement of students and their responsiveness; or about what is wrong with the instructor's teaching rather a way to propagate best teaching practices to leverage their impact on the wider RHU community; it is not meant to harm but to help, not to demean but to uplift, not to judge but to promote an aura of authenticity to RHU. AICI is meant to translate the principle of teamwork into action, where faculty members help other faculty members achieve teaching excellence.

### 2. OBJECTIVES

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The objectives of Instructor's In-Class Performance Review are to:

1. Provide positive, objective, and honest feedback to the instructor to advance students' learning;
2. Elevate the level of learning at RHU so that it becomes a university distinctive advantage;
3. Signify to the students the spirit of cooperation and unity of purpose among faculty members for the sole purpose of achieving students' learning outcomes;
4. Collect and share data on effective teaching practices; and
5. Help one another to become better at what we do.

### 3. POLICY

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1. In-class instruction of a course shall be assessed at least one time during the academic year;
2. The assessors of in-class instruction are peers of equal or higher rank than the instructor teaching the class that is being assessed unless the situation requires otherwise;
3. The Dean of a College in consultation with the Department Chairpersons and the faculty members prepares the class visits schedule early in the semester;
4. The assessor is preferably a teacher of the same course that encompasses the class that is being assessed;
5. The chairperson or the dean have the right to observe in-class instruction of any course at convenient times during the semester;
6. Assessments may not be conducted during the first two or the last two weeks of a semester;
7. After an assessment visit, the assessor(s) fills out the AICI Form (AICIF) and discusses it with the course instructor before both sign it;
8. The instructor may draft his/her impressions on the assessment process and assessor's comments;
9. The AICIF and the response of the instructor are submitted to the Department Chairperson and College Dean for reference;
10. The dean of the college prepares a brief report at the end of the semester about best practices observed and recommendations to further improve the teaching and learning conditions at the college;
11. All involved in the assessment process must commit to strict confidentiality and not to disclose their observations to anyone who is not supposed to have access to.

#### 4. IMPLEMENTATION PLAN

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RHU will start implementing the AICI policy immediately. The AICI process is briefly outlined below:

1. The college dean prepares the AICI schedule with full participation of the concerned faculty members;
2. With prior knowledge of the instructor, the reviewers will come to class at the specified time, sit in the back of the room, observe the teaching session as it unfolds, and take notes on what is happening in the class room;
3. Immediately after the in-class visit the assessor fills out the AICIF and holds a conference with the instructor to discuss its contents;
4. The instructor and the assessor may write their insights and impressions on the contents of the AICIF if so they choose;
5. Both the assessor and the instructor sign the AICIF;
6. Copies of the AICIF and the instructor's impressions are sent to the Department Chairperson and the Dean for reference and follow up.

#### 5. ASSESSMENT SCHEDULE

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A schedule for AICI visits will be prepared and posted at the end of the 2nd week of the semester in which assessments are to be conducted. The schedule includes: Class to be assessed, date and time of the assessment, and name of the assessor(s). Assessment of in-class instruction shall be completed by the 12<sup>th</sup> week of the semester.

#### 6. STAKEHOLDER IMPACT AND SCOPE

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Assessment of in-class instruction, done in good faith, helps advance faculty teaching, maximize students' learning, foster the spirit of teamwork, and build the framework of authentic education.

#### 7. RELATED DOCUMENTS

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- Faculty Performance Assessment Policy.
- Assessment of In-Class Instruction Form.

#### 8. APPROVAL AND REVIEW

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This policy was reviewed and approved by:

1. Board of Deans
2. University Academic Board
3. All RHU Faculty Members

Policy proposed by: Office of the VP for Academic Affairs

Reviewed and forwarded by: Faculty members

Approved as policy by the University Academic Board: October 6, 2015

Dates of official enactment: October 7, 2015

Dates of amendments

History

Cross Reference

Next Revision Date

Signature

### ASSESSMENT OF IN-CLASS INSTRUCTION FORM

Instructor's Name:	Course:
Term:	Year:
Assessment Date:	Assessment Time:

5: Extremely Effective; 4: Highly Effective; 3: Somewhat Effective; 2: Least Effective; 1: Not Effective; NA: Not Applicable.

	5	4	3	2	1	NA	
Demonstrated mastery of the subject matter							First impressions
Used multimedia and other delivery tools effectively							
Lectured in English							
Managed class time efficiently							
Exhibited enthusiasm and student-inspiring teaching style							
Used effective tones of voice and expressive body moves							
Managed to engage students throughout the class session							
Provided timely and helpful feedback to students' queries							
Engaged students respectfully							
Responded to students' attempts at misconduct rather well							
Applied collaborative learning methodologies							
Encouraged student participation							
Guided students to answer their own questions							
Took students' attendance							
Used relevant case studies effectively							
Worked out relevant examples							
Related subject matter to current issues							
Gave quick review of main points covered previously							
Stated clearly the objectives of current lecture							
Summarized the main points that were covered in the session							
Required students to refer to the textbook sections during lecture							
Gave supplemental handouts for use during the session							
Assigned homework, projects, or other outside class activities							
Guided students to the use of web resources							

#### Assessor's summary

I. Best teaching practices:

II. Teaching practices in need of improvement:

III. Overall assessment and comments:

IV. Additional insights:

V. Specific recommendations to the instructor:

- 1.
- 2.
- 3.

VI. Specific recommendations to improve the classroom conditions in support of the instructor's teaching approach:

Assessor's Name	Signature	Date

<b>Instructor's Signature:</b>	<b>Date:</b>
<b>Chairperson's Signature:</b>	<b>Date:</b>
<b>Dean's Signature:</b>	<b>Date:</b>