CTE

The Center for Teaching Excellence

CTE HANDBOOK

The Center for Teaching Excellence

AUK
AMERICAN
UNIVERSITY
of KUWAIT®

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ABOUT CTE

The Center for Teaching Excellence aims to provide AUK faculty with continuous support and resources necessary to apply modern curricula to their classrooms and promote a holistic educational culture that allows faculty to continuously explore teaching methods that strengthen active learning.

MISSION

To support and promote educational innovation, pedagogical development, and instructional design in accordance with best practices.

VISION

To become the leading center recognized for excellence in teaching and learning.

VALUES:

- Offer faculty a variety of educational resources, facilities, and individualized support to develop diverse theoretical and experiential educational approaches in the classroom.
- Support faculty in integrating innovative and modern pedagogical strategies in the classroom to foster teaching excellence, construct active learning environments, and promote a holistic educational culture.
- Inspire and enable faculty to improve their teaching styles to promote student learning and attainment of anticipated learning outcomes.

OBJECTIVES & GOALS

- Provide services and programs to assist and support faculty in integrating instructional technologies into their teaching strategies.
- Leverage and develop outreach, collaboration, and engagement to promote teaching excellence.
- Empower faculty to use evidence-based pedagogical methodologies by supporting their professional development.
- Creating a collaborative learning culture for students.
- Ensuring students' diverse experiences, perspectives, and needs are placed in the center of the AUK pedagogical culture to optimize their learning experience for retention and success.

ORGANIZATION AND PERSONNEL

Director, Ms. Basema Dana, M.Ed., bdana@auk.edu.kw

The director of the Center collaborates with faculty, University administrators, committees, and college and University units to fully support faculty vitality in teaching and promote faculty excellence through continuous engagement via CTE services.

Assistant director, Rita W. El-Haddad, Ph.D., assistant professor of psychology, relhaddad@auk.edu.kw

The assistant director works closely with the director in organizing workshops and program events, implementing instructional design resources, and training for AUK faculty. The assistant director provides one-on-one consultation and support for faculty on professional and instructional topics.

PROGRAMS

CTE offers a wide range of programs to enrich the teaching and learning environments which include faculty workshops, training, and learning communities.

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WORKSHOPS

Workshops foster the professional advancement of AUK faculty, promote educational innovation, pedagogical development, and best practices in instructional design. The workshops offer practical techniques and strategies to strengthen teaching and learning and introduce faculty to the most effective methods for incorporating instructional technology into the learning environment.

Workshop topics include supporting faculty in:
• Instructional course design, syllabus design
• Classroom management
• Student-centered and active learning pedagogies
• Supporting students with special needs
• Implementing digital and information literacies in course design
• Implementing reflective practices to help develop self-awareness
• Utilizing student evaluations of teaching and peer observation reports to assess teaching efficiency and effectiveness, and to identify potential areas of growth
• Setting up a course website using a learning management system
• Effective conflict mediation
• Other evidence-based pedagogical strategies

Faculty Workshop Series

CTE hosts workshop series conducted by faculty. On a rotational basis, a faculty member will present to his/her peers on pedagogical topics of interest that is of benefit to AUK's teaching community.

FACULTY TRAINING

CTE offers training sessions to faculty based on the current needs of the institution. CTE currently coordinates training sessions for all faculty on the use of video conferencing software—Zoom and Webex, in addition to AUK's learning management system—Moodle, and Respondus software for online exams. Both mandatory and optional training sessions are scheduled throughout each semester depending on faculty needs.

FACULTY LEARNING COMMUNITY

The Faculty Learning Community pursues an interdisciplinary study of specific issues and questions related to higher education needs. AUK's teaching and learning culture is grounded in AUK's mission for lifelong learning that supports collaborative learning through exploration and discovery. The community contributes to teaching excellence by sharing its work with the University community in a format that is most appropriate for the audience (e.g., workshop, a PDF guide, online resource website, conference presentation, scholarly article).
• Foster the development of a university-wide teaching and learning community
• Increase faculty interest in undergraduate teaching and learning
• Promote the discussion and application of how teaching scholarship applies to student learning
• Broaden the evaluation of teaching and the assessment of learning
• Enable inter-disciplinary faculty collaboration
• Integrate reflective practices on general education and holistic learning across the disciplines

Currently, AUK is hosting learning communities through Webex Teams platforms. These will be shifted to in-person conversations upon the university's return to campus.

NEW FACULTY MENTORSHIP PROGRAM
To start AY 2021-2022

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The Center for Teaching Excellence has developed an independent *Mentorship Program* which is designed to help new faculty in the colleges adjust to AUK's culture and provide them instructional and research support. Guidance from a mentor can be an invaluable supplement to the guidance provided by unit leads, department chairs, and deans.

The program aims to:
- Improve faculty recruitment and retention.
- Assist faculty with career advancement and professional development.
- Improve teaching skills.
- Increase faculty satisfaction.
- Foster collaborative working relationships.
- Network with other AUK faculty and possible collaborators in their field.
- Help faculty adjust to the University.

The success of the Faculty Mentorship Program will depend on the new faculty members, their mentors, and their department chairs as they all take an active role in the process. Below is an outline of the potential responsibilities for each party.

Department Chair
As part of the new faculty onboarding process, the department chair will assign a mentor. Assignment of mentors is at the discretion of the chair based on seniority, availability, compatibility, and shared scholarly interests. The department chair is responsible for advising new faculty on matters pertaining to academic issues, policies, and professional advancement, while mentors serve to reinforce the information and act as an advisor or guide.

Mentor
The goal of the mentor is to ensure that new faculty members are able to excel and acclimate to AUK. Therefore time, effort, and dedication are essential.

The mentor provides guidance on aspects of teaching, research, professional development, policies, and committee work and/or available resources. The mentor has no evaluative authority or responsibility, but rather provides supportive guidance and constructive feedback. The mentor should treat all interactions and discussions in confidence. Faculty-mentoring is considered as service to the colleges.

Mentee
The new faculty member should keep his/her mentor informed of any questions or concerns. When feedback is desired, new faculty members should leave sufficient time to allow the mentor the opportunity to review and offer input. Examples of the mentee's roles:
- Meet with their mentors regularly throughout their first academic year.
- Assist their mentors by providing at least three professional goals for their first academic year at AUK and three long-term (e.g., 2-4 years) professional goals. These goals will help the mentors advise them and will be used as discussion points during mentor/mentee meetings. The outcome of these goals will be provided to departmental chairs.
- Devote time to the mentoring relationship and interact with the mentor often.
- Make use of the opportunities provided by the mentor.
- Keep the mentor informed of professional progress, difficulties, and concerns.
- Exchange ideas and experiences with the mentor.

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Duration of the Program

Mentoring of a new faculty will last for one academic year though it could continue further if so inclined. In cases of changing commitments, incompatibility, or where the relationship is not mutually beneficial, the new faculty member or mentor should seek advice from his/her chair.

Outcomes

At the end of the academic year, mentors and mentees will provide feedback to their department chair on the outcomes of the goals established at the beginning of the mentorship and their experience in the program more generally. Department chairs/leads or deans will report on their mentorship initiatives in their departmental annual reports. The information will be used to evaluate the effectiveness of the program only.

SERVICES

The Center for Teaching Excellence provides personalized and confidential consulting services to AUK faculty to support a variety of strategies in teaching and learning design.

PEDAGOGICAL CONSULTATIONS

The CTE offers educational consultation for faculty members wishing to help students achieve their learning goals. CTE works with faculty to take their teaching to new heights. The appointments can be in the form of one-on-one consultations or take place in small group discussions. Potential topics for consultations include:

- Teaching complex concepts
- Helping students stay organized
- Making collaborative assignments work
- Encouraging fruitful discussions
- "Flipping" your classroom
- Taming the grading monster
- Getting real-time student feedback
- Integrating digital media assignments
- Motivating students using games and game mechanics

CLASSROOM VISITATIONS UPON REQUEST OF FACULTY

Teaching observations, done by CTE staff, are available for faculty to receive feedback on:

- Classroom management
- Communication effectiveness
- Students' engagement and active involvement
- Any other processes of teaching and learning

CTE staff observe a class session to produce a comprehensive review reporting on faculty teaching style and general classroom culture. Faculty can request specific points of focus for the observation or just a general representation of their instruction. Specifics are addressed at the first point of contact between faculty and CTE.

DOCUMENTS

CTE strives to produce and disseminate helpful material for faculty to support their teaching and professional development. In response to administration and faculty feedback, CTE developed the following documents to be distributed to faculty:

- **_eLearning Faculty Manual:_** The manual covers topics such as best practices for online teaching, assignments, evaluations, and assessment.

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- **Syllabus Clinic Handout:** The Syllabus Clinic handout was distributed to all faculty for to prepare for fall 2020 eLearning.

BEST PRACTICES FOR TEACHING

STRUCTURING SYLLABI
- Faculty can set the course objectives and expectations by providing their syllabus (online and hard copy) to students by the first day of classes. This allows students to orient themselves to the course, and provide students with an opportunity to become familiar with the course expectations and teaching style on the first day. Course objectives should be linked with each assignment or reading given to students and repeated often.

- It is important to set a context for courses continuously. Why does this course matter within the larger context of their degree or general education? Faculty can provide an opportunity to discuss this during class, as well as office hours.
  - Knowing the purpose behind specific courses and how they will benefit from developing specific skills will clarify any misunderstandings, but also make students more motivated to succeed in the course.

- When structuring a class syllabus, faculty must refer to their respective college's template syllabus.

- Though instructors may review the syllabus in-depth during the first weeks of classes, students may not always read the syllabus when they have questions. To help remedy this, instructors may implement the below activities to ensure students read them: (see appendix for sample questions).
  - **Syllabus Quiz**: This quiz covers the most important points of the syllabus and will ensure that students have read the syllabus thoroughly. Depending on instructor preference, it can be administered in class and count as a low-stakes evaluation or it can be done through Moodle and be structured as a formative review. Having the quiz on Moodle allows multiple choice or true/false questions to be graded automatically and students can receive instant feedback. Administering through Moodle as a formative assessment gives the students the chance to retake the quiz multiple times (Resource: Syllabus Quiz**).**
  - **Scavenger Hunt**: Students are asked questions about the syllabus but must write out their answers in full rather than choosing between set answers. Depending on instructor preference, scavenger hunts can be administered in class individually, in groups, or as a homework assignment (Resource: Read the Syllabus).
  - **Reflection Questions**: Students are asked to reflect on the syllabus by responding to prompts such as "Which project are you the most excited to complete?", "Which of the graded assignments do you think you will excel in?" "Which one do you think you will need more support in?" Depending on instructor preference, this can be administered individually in class or as a homework assignment (Resource: **Read the Syllabus**).

EVALUATION AND ASSESSMENT

- ***Types of Evaluations***: The methods for evaluating student learning vary depending on the disciplines. These include oral exams, take-home assignments, project submission, presentations, chats, forums, interviews, essays, lab reports, or art production.

- ***Formative Assessment***: Consistent and regular use of formative assessments is helpful to check student learning and to dynamically measure effectiveness of delivery. Using formative assessment to determine student progress throughout the course is critical in determining whether the student is meeting the learning outcomes, the efficacy of the course and faculty teaching, and determines the degree to which the student mastered a specific skill (summative assessment).
  o Examples of formative assessments are exit tickets, KWL charts, discussion forum posts, journals, and portfolios. Examples of summative assessments include end of term papers, exams, and course projects. Faculty who are teaching different sections of the same course should meet regularly to discuss student progress in their classes.

  o Instructors can use formative assessments to also gain specific feedback about teaching effectiveness and how to improve the course throughout the semester.

- ***Vary Evaluation Types***: Using a variety of evaluative techniques in a course is recommended so that students will have various avenues of showcasing their knowledge. This is especially helpful for students who may be weak in one area (weak test-takers, people who struggle with writing) to be able to show strengths and knowledge in other areas (oral presentation).
  o Consider incorporating multiple types of evaluations where applicable: projects, personal reflections, presentations, discussion forum posts, etc.
  o When using testing, include a variety of question types: multiple choice, true/false, fill-in-the-blank, labeling diagrams, and/or short answer.

- ***Vary Response Types***: Where applicable, vary how students can submit different response formats to assignments (written, audio or video-recorded, drawings, etc.).
  o Instructors can require that students submit in a particular format (Assignment A is written and Assignment B is a recording).

- ***Frequent Low-Stakes Testing***: Students improve their retention of information when they practice active recall. When students are tested, they know which areas they already understand and which areas they still need to work on. Instructors can encourage active recall in students by administering frequent low-stakes quizzes throughout the semester.
  o This encourages students to study ahead of time for the quizzes (and not to wait till the last minute for a midterm or final exam).
  o Based on the quizzes, the instructor and students can see where more support may be needed, and which topics may need to be clarified.
  o Making the quizzes low-stakes or ungraded decreases worries students may have if they perform poorly on the quizzes, so they can focus instead on understanding the material.
  o Scheduling quizzes decreases anxiety that would occur with pop quizzes, so students know when to expect them and what they would need to study.

- ***Provide Options***: Where possible, provide students with options about what they submit. For example, allowing them to pick between two prompts for an essay. Alternatively, instructors can give students options about the response format for

assignments. Instead of assigning a specific format (audio), instructors can allow students to choose which format they prefer (written, audio, or video). Providing options allows for increased student agency and motivation.

- *Group Projects*: If assigning group projects, ask students to rate the level of participation of the other members. Provide peer evaluation forms before the start of the project so group members know that the peer evaluations will count towards their individual grade (See Appendix for sample; Resource: Group Evaluation**).**

- *Prompt and Specific Feedback*: When grading assignments, students benefit when feedback is received promptly and is specific. In this way, students know exactly where they succeeded and where they may need to improve.
  o When students complete/submit their required assignments, let them know ahead of time when to expect feedback. Regular course standing updates such as graded material alleviates anxiety and questions later.

- *Providing Whole Class Feedback*: After completing grading an evaluation for the class, it is also helpful to provide general feedback to the entire class—i.e. an announcement via Moodle or a statement in class summarizing patterns observed in student assignments.

- *Scaffolding*: Divide assignments into smaller parts such that the instructor can grade each step and give feedback so students can improve for the next step:
  o For example, if students have to submit an essay, you can break down the assignment into students submitting the topic/sources, an outline, and then they submit the essay. In this way, students receive feedback at every step and can improve any issues that come up early on.

- *Rubrics*: Giving students clear rubrics with clear expectations allows them to better structure their assignments and they have a clearer idea of how the instructor will be grading them:
  o For non-English or Language class, it is recommended to make spelling and grammar a small percentage of a student's grade.
  o This allows students to focus more on their content and decrease anxiety in those who may be weaker in English.

STRUCTURING LECTURES AND CLASS ACTIVITIES

- *Starting Lectures*: Start each class session by stating the objectives of the new lesson and have a brief review of the previous lecture:
  o This grounds students and helps them know what to expect and helps them link previous information to current material.

- *Breaking Up Lectures to Increase Focus and Participation*: Avoid continuous and uninterrupted lectures. Students' attention spans are limited, and it is recommended to change the method or activity every 20 minutes to encourage engagement:
  o For example, instructors implement quick formative assessments to gauge learning, show short videos that demonstrate specific concepts, or incorporate in-class activities, group work, or small group discussions.

- *Presenting Information*: Students benefit when information is presented in more than one format (verbally and visually). Thus, it is helpful when explaining concepts to also

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have the information presented visually to students (PowerPoint, as a printed handout, written on the board, etc.). Where possible, using movement or tactile examples (for more hands-on subjects) can also be beneficial for student learning and retention:

- o Presenting information in multiple formats can help improve understanding and lead to better recall of information.
- o Where possible, it's helpful to present the same concept in multiple formats (chart, mind-map, Venn diagram), so students who may not understand in one way, may find it easier to comprehend the concept when presented differently.

- **Formative Assessments to Gauge Learning**:
  - o *Entry/Exit Tickets:* When students enter or exit the class, they can submit tickets (sheet of paper, sticky note, etc.) in which they are asked to quickly (1-2 minutes) write out what they learned, comment on the readings, note down which topics they are struggling with, or ask further questions. These tickets are ungraded and instructors can use them as an indicator of what should be focused on in class that day (for an entry ticket) or what to review the next class (for an exit ticket) (See appendix for sample questions; Resource: Entry/Exit tickets).

  - o *KWL Charts:* These charts represent what students *Know, Want to Know,* and *Learned*. Prior to the start of the lecture, students write out what they "Know" (K) about the topic to be discussed and what they "Want to know" (W). After the lecture, they will fill out what they "Learned" (L). This can be done online via a shared Google Doc or through a discussion forum. Alternatively, it can be done in-class by writing these out individually or having a "class chart" on the board where all students contribute (See appendix for sample chart. Resource K-W-L Charts).

- **Using Videos**: Showing short videos in class is a useful way to break up lectures and can be effective in demonstrating specific concepts. To increase engagement, instructors can provide students with activity sheets to be filled out while watching videos in class. This can be used as a formative assessment to gauge what students understood or as a graded, low-stakes in-class assignment. Students may answer questions about the video, reflect on learning, or brainstorm ideas, depending on the video's material:
  - o Faculty could structure homework assignments using videos in the same way. Students can submit answers to questions about videos that they must watch on their own (in the form of an assignment or discussion forum on Moodle).

  - o Alternatively, faculty can also use Edpuzzle which can be set to automatically pause a video when activities are to be done and students cannot finish the video until they complete the activity. This is helpful when using videos from other sources, which don't have built-in questions or activities (Resource: Resource: Stop and pause and Edpuzzle).

- **Incorporating Movement**: Where possible, students benefit when movement can be incorporated into classroom instruction. This allows for more active students to release excess energy, but also allows for variety in teaching method. This can be as simple to implement as scheduling breaks, or incorporating movement into activities (see below):
  - o *Scheduling Breaks:* It is recommended to schedule a quick break every 25-30 minutes of class time. The break could be unstructured, and students simply stretch, walk around, or use the bathroom. Alternatively, they can be structured as "brain breaks" or energizers. Students who had physically active brain breaks had higher focus levels and interest in the class (Stapp & Prior, 2018).

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- o *Four Corners:* Rather than asking students to individually write out an answer to a question at their desk (such as in an entry ticket), post a sheet of paper at each corner of the group. Have students go to each corner to answer the question, solve a problem, or discuss a position.

- o *Movement in Other Formative Assessment:* Incorporate activities that encourage students to write on the board or on posted sheets of paper rather than individually at their desks.

- o *Group Discussions:* Rather than having students discuss something only with the students next to them, have students change up whom they speak to and move to other sides of the classroom to form groups.

USING TECHNOLOGY TO SUPPORT TEACHING

- *Using Moodle:* Course syllabus, assignments and assessments submission, feedback, learning and reading materials (notes/handouts/URLs of relevant websites), and grades (using Moodle Gradebook) are to be posted on Moodle. Final grades are to be calculated in Moodle and entered on Banner through self-service. Final grades are to be hidden from view on Moodle. Students will be given access to final grades through Banner.

- *Posting Ahead of Time:* It is recommended that course materials such as readings, PowerPoint slides, assignments, and project prompts and guidelines, be posted and regularly updated well in advance to provide faculty and students enough time to review and address any concerns prior to class and assist in the continuous delivery of course content.
  - o If using PowerPoint slides, making the slides available before class allows students to use them in class (printing or following along on a laptop/tablet).
  - o This decreases the mental load of students during lectures and allows them to focus on listening rather than writing.
  - o If students miss class, they can use the slides as a starting point in revision.

- *Improving Accessibility:* To improve accessibility of course material, it is recommended to use reading assignments that are in Word or HTML text. Alternatively, if PDFs are the only source available, use readable PDF format where text can be selected, as opposed to picture-based PDFs. This allows students the option to use text-to-speech software, which is useful to those who may take longer to read and comprehend.

- *Using Editable Documents:* Using editable documents, such as Google Docs, are useful for compiling information across students (such as KWL charts or exit tickets) so everything is in one place instead of multiple emails or discussion posts.

- *Discussion Forums:* To track participation, and to encourage participation for students who may be hesitant to speak in class, our LMS enables you to post discussions and create discussion forums:
  - o The most engaging discussion prompts are linked to class material and current events. Requiring students to respond to classmates provides students with opportunities to engage in further discourse (Resource: Discussion Prompts).

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- o Providing students with discussion rubrics helps them to understand how to compose their posts and what is expected in their responses to their classmates (See sample rubric in Appendix; Resource: Online Discussion Rubric).

  o Strategies to increase engagement and agency in discussion forums (General Resource: Effective Online Discussions)
    - *Have students respond to prompts using roleplay.* Students can respond to a prompt from a specific perspective (social, spatial, or chronological). For example, students may respond to a topic about the importance of online influencers from the perspective of a grandparent (Resource: Use Roleplay).

    - *Vary the types of student responses.* For some prompts, students are required to respond in writing. For other topics, instructors can assign different formats of responses such as audio-recording, video-recording, drawings, photos, mind-maps, PowerPoint slides, etc. (Resource: Discussion Boards).

    - *Instructors summarize main points or overarching themes of student responses.* The summary can be discussed verbally in class or sent in an email to all students. This continues the conversation and demonstrates instructor presence. Instructors can also use this opportunity to clarify any misunderstanding and provide further food for thought related to course material (Resource: Online Discussions).

- *Technology to Support Continued Instruction:* Faculty can continue to use technology to allow for continued instruction even when traveling for professional development.
  - o For example, if a faculty member is traveling for a conference and will not be on campus, faculty can hold Webex/Zoom sessions during class time or pre-record lectures so students do not miss any material.

  - o For advice on making pre-recorded lecture videos, see:
    - 8 Tips for More Professional Education Videos
    - Media Production for Flexible Teaching
    - 5 Ways to Make Your Videos Binge-Worthy

  - o For pre-recording of lectures, it is recommended to divide a lecture to smaller units/concepts. This will facilitate the uploading of lecture videos. Students will more easily be able to follow the content.

  - o PowerPoint for recording lectures: If faculty are using PowerPoint, the slide presentation can be turned into a video recording that has narration. The presentation in PowerPoint can be recorded and then shared with students. The "Recording tab" introduced in PowerPoint 2016 gives faculty this capability and goes even further with more interactive elements.

CLASSROOM MANAGEMENT

- Classroom management is critical in the effective delivery of instruction. Creating and clearly explaining class rules of engagement for each session provides, among other things, the conversational framework and limits uncomfortable silences.

- To reduce opportunities for distractions, have students put away their phones during class.

- Appropriate icebreakers are useful during the first couple of minutes of every class (especially early in the semester) for the purpose of establishing rapport, and for easing students into the lesson.

- Make use of inclusive language such as "we" and "us" and "together". Students will tend to take personal ownership of the class and will be more likely to contribute positively toward the discussion.

- Students who naturally tend to talk less, often become obscure in the classroom and more vocal students may have the tendency to take over conversations. Dividing classes into smaller groups, gives an opportunity for everyone to participate as smaller student groups tend to be more private and less obtrusive.

- When students continuously do not meet classroom expectations or become disruptive, it is recommended to speak privately with the student, so the student does not feel singled-out and to encourage de-escalation.
    - If you continue to experience issues with particular students being disruptive, it is recommended to contact the VP for Student Affairs, Dr. Hanan Muzaffar (**hmuzaffar@auk.edu.kw**) or to file an incident report through the Self-Service.

WHEN IN DOUBT, REACH OUT

- In case you encounter difficulties, require additional training on the use of technology, or need to talk to someone, please do not hesitate to reach out. The Center for Teaching Excellence (CTE) is available to provide all the support required. Deans and department chairs will assist you. Your successful teaching experience is important to us as well as your students. We are here to help!

SAMPLE SYLLABUS QUIZ/SCAVENGER HUNT QUESTIONS

1. To pass the class with a "C-" grade or better, what percentage must you attain?

2. How are final grade points awarded and calculated?

3. When can you expect email responses from the instructor?

4. How should assignments be formatted and submitted?

5. What are the conditions for submitting late assignments?

6. What are the consequences of plagiarism?

7. What is the protocol for arriving late to class?

8. What is the course's attendance policy?

(Questions from **Seattle Central College** and **Santa Barbara City College**)

SAMPLE GROUP EVALUATION FORM

Peer Group Work Evaluation Form

Directions: In the space below, honestly evaluate the work of other students in your group by answering *yes* or *no* and by using a scale from 1 to 3, 1 being poor, 2 being average, 3 being above average.

Evaluator's Name:_____   Date:_____

Group Member 1:_____
1.   Did this group member complete his/her assigned tasks for the group?   Yes   No
2.   How would you rate the quality of this person's work?   1   2   3
3.   How would you rate the timeliness of the completion of the work?   1   2   3
4.   How would you rate the accuracy of the work?   1   2   3
5.   Overall, how would you rank this group member's performance in the group?   1   2   3
6.   Would you want to work with this person again?   Yes   No
       Explain why in the space below

Group Member 2:_____
1.   Did this group member complete his/her assigned tasks for the group?   Yes   No
2.   How would you rate the quality of this person's work?   1   2   3
3.   How would you rate the timeliness of the completion of the work?   1   2   3
4.   How would you rate the accuracy of the work?   1   2   3
5.   Overall, how would you rank this group member's performance in the group?   1   2   3
6.   Would you want to work with this person again?   Yes   No
       Explain why in the space below

Group Member 3:_____
1.   Did this group member complete his/her assigned tasks for the group?   Yes   No
2.   How would you rate the quality of this person's work?   1   2   3
3.   How would you rate the timeliness of the completion of the work?   1   2   3
4.   How would you rate the accuracy of the work?   1   2   3
5.   Overall, how would you rank this group member's performance in the group?   1   2   3
6.   Would you want to work with this person again?   Yes   No
       Explain why in the space below

(Evaluation form from **PBS.org**)

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SAMPLE ENTRY/EXIT TICKET PROMPTS

Which of the readings you did for class today was most helpful in preparing you for the lesson? Why?

Based on the readings you had to complete for today, what do you understand about _____?

Name one important thing you learned in class today.

What is something that you learned that was unexpected?

What question(s) do you have about the material covered in today's class?

Is there anything that is still unclear?

What examples did I use today that helped you the most? The least?

What is the main application of the material we discussed today?

(Prompts from: **Brown University** and **Teacher Ready**)

KWL Chart

What I Know	What I Want to Know	What I Learned

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SAMPLE DISCUSSION RUBRIC

	Excellent	Good	Needs Improvement	Unsatisfactory	Score
Quality of Post	Post reveals solid understanding of discussion prompt; post demonstrates sincere reflection and answers all aspects of the prompt; full development of concepts is evident	Post demonstrates sincere reflection and answers most of the aspects of the prompt; full development of concepts not evidenced	Post did not adequately address the discussion prompt; superficial thought and preparation	No posting or post was not on topic and unrelated to the discussion prompt	
Responses to Classmates	Appropriate comments; thoughtful, reflective, and respectful of others' postings	Appropriate comments and responds respectfully to others' postings	Posted a response to another student's post, but with minimal effort (e.g. "I agree with Sarah")	Did not post any responses to other students on the discussion board	
Language and Grammar	Communicates in friendly, courteous, and helpful manner with no or minor spelling and grammatical errors	Communicates in friendly, courteous, and helpful manner with some spelling and grammatical errors	Due to frequent spelling and grammatical errors, posting is difficult to understand	No postings for which to evaluate language and grammar	
				TOTAL	

(Sample from Central Michigan University)

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