

Standards for Onsite Instructors

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Overview

 <p>Onsite Te...r OTL.pdf</p> <p>View / Download Document</p>	<p>The Academy of Art University has established these criteria for onsite teaching to ensure that our students have the best possible educational experience.</p>
	<ul style="list-style-type: none">• You can download the attached document to use in assessing your own teaching practice vis-à-vis AAU standards.• Teaching coaches will use a version of this rubric in supporting new instructors.

Onsite Teaching Criteria

A. Introduction / Organization of the Session

1. Class begins/ends on time; meets during the scheduled period
2. Instructor takes attendance at the beginning of the class
3. Explains what will be covered and the objectives of the session
4. Explains how the session topic fits into the overall context of the course
5. Follows the syllabus/course outline provided by the department
6. Comes prepared at the start of class with all props, equipment, visual aids ready for immediate use; is well organized

- [Beginning and Ending On Time](#)
- [Taking Attendance at the Start of Class](#)
- [Previewing Today's Class Session](#)
- [Following the Course Outline and Syllabus](#)
- [Preparing for Class](#)

B. Lectures and Assignments

1. Speaks with a clear voice, strong projection and maintains eye contact
2. Poses questions during lectures, demonstrations and critiques to engage student participation and gauge their understanding
3. Demonstrates command and knowledge of subject matter; material is explained clearly, concisely and thoroughly
4. Stays focused on topics and meets stated objectives
5. Emphasizes and summarizes main points; clarifies difficult material
6. Shows examples that are clear, precise and appropriate
7. Provides clear guidelines for assignments
8. Presents clear grading standards for fair and honest grading

- [Delivering Class Content](#)
- [Engaging Lectures](#)
- [Helping students understand what is important](#)
- [Encouraging Student Engagement](#)
- [Assigning Homework](#)
- [Grading Student Work](#)

C. Demonstrations

1. Ensures that all students can see, hear and understand the demonstration
2. Reviews supplies being used and shows students how to use them
3. Explains concepts and technical approaches while doing the demonstration
4. Breaks the demonstration into short segments; requires students immediately practice steps introduced before moving to the next segment of the demonstration

- [Delivering Class Content](#)
- [Reviewing Supplies](#)
- [Effective Demonstrations](#)
- [Structuring and pacing a demonstration](#)

D. Critiques

1. Reviews assignment criteria or rubric at the start of the critique
2. Models honest and constructive feedback
3. Explains what was done correctly, identifies areas for improvement then explains why the improvements are needed and how to make them
4. Paces the critique succinctly
5. Illuminates the common class successes and weaknesses observed
6. Facilitates student involvement

- [Using Rubrics for Critique & Grading](#)
- [Connecting Assignment Criteria to the Critique](#)
- [Critiques that Keep Students Engaged](#)
- [Efficient & Effective Critiques](#)
- [Planning a Critique](#)
- [Setting Up a Critique](#)

E. Classroom Management

1. Uses time effectively
2. Breaks up long lectures & demonstrations; creates an active learning environment through classroom discussions, group activities, etc.
3. Demonstrates leadership; maintains a productive, disciplined class
4. Ensures that students return from breaks on time and do not leave early (Example: Takes attendance again after the break). Students self-regulated.
5. Has students start homework in class (studio courses only)

- [Delivering Class Content](#)
- [Addressing Classroom Challenges Proactively](#)
- [Beginning and Ending On Time](#)
- [Assigning Homework](#)

F. Rapport / Classroom Environment

1. Holds the interest of students, shows enthusiasm and encourages participation
2. Instructor is approachable, helpful and provides feedback & assistance
3. Students are engaged, asking questions, participating in activities and class discussions, etc.
4. Treats all students with respect, regardless of culture, gender, etc.

- [What Do the Best College Teachers Do?](#)
- [Questions the Best College Teachers Ask Themselves](#)
- [Encouraging Student Engagement](#)
- [Modeling Respect and Civility in the Classroom](#)
- [Promoting Kindness and Compassion in the Classroom](#)