

## **RTC Excellence in Active Student-Centered Teaching Award - Criteria**

The criteria (and their weighting) for selecting recipients of this award are listed below. Underneath the criteria are examples of the behaviors exemplifying them. However, as teaching is a complex task and what is appropriate may vary by subject etc., these behaviors are not exhaustive of those that can reasonably be used as evidence of meeting the award criteria. In assigning points in the selection process, the consistency and effectiveness of the use of these behaviors should be seriously considered.

The teaching approach used consistently and effectively:

1. Stimulates broad active involvement of many/all class members 15%
  - Students encouraged to transform/reflect on content and its implications
  - Teacher uses variety of approaches appropriate to learning goals
  - Students frequently interact with teacher, peers, and content rather than just receiving/memorizing it
  - Classroom atmosphere is energetic and positive
  - Students evidence involvement in learning through participation, facial expressions, taking of notes, etc.
  - Teacher uses relevant small in-class group activities to provide opportunity to apply material discussed
2. Develops important communication skills (oral, visual &/or written) 10%
  - Broad, frequent student involvement in communication (oral, visual, written)
  - Teacher gives clear instructions to facilitate group discussions and presentations
  - Class experiences promote various skills for future learning (time management, good writing, public speaking, etc.)
  - Students have the opportunity to communicate with each other as well as with the teacher
  - Teacher avoids “choral” response which lets many students “hide” and provides no feedback/follow up for incorrect responses
  - Teacher helps students develop the ability to extract the “bottom line” from a discussion, presentation etc.
3. Fosters analytic/critical thinking 15%
  - Students commonly asked to justify/support their answers
  - Emphasis on logical argument
  - Emphasis on implications of facts learned
  - Discussion of strengths/weakness of alternative approaches to issues
  - Students learn how to do independent reading, how to locate information, etc.
  - Teacher gives in-class and out-of-class assignments designed to develop analytical and critical thinking skills
4. Fosters subject matter learning and/or a its application to real world or simulation thereof 20%
  - Provides practice of skills useful in discipline
  - Fosters application of class content to new situations, new problems and real world situations
  - Module experiences help students see how what they are learning is useful for the present and/or the future
  - Teacher fosters understanding of consequences of not attending class, completing assignments etc.
  - Teacher is clear, well-prepared and willing to help students learn outside of class
  - Teacher makes productive use of class time, including starting promptly
  - Assignments are given with clear instructions and sufficient information
5. Provides well-designed assessments fostering active student centered learning 10%
  - Assignments/exams and class activities each cover various levels of Bloom’s Taxonomy
  - Assignments vary to provide variety and develop diverse skills
  - Assignments are spaced across the entire semester to promote continuous involvement and learning
  - Assignments allow alternative paths and/or choice within set paths
  - Some test questions or other assessments appropriately allow for more than one answer
  - Instructor encourages expression and justification of alterative perspectives
6. Provides students with systematic feedback valuable in improving their performance 20%
  - Individual feedback is given on assessments (e.g. feedback provided on individual students’ draft submissions not just to class as a whole)
  - Feedback is specific and actionable (details HOW to improve and positive reinforcement provided)
  - Feedback is clear and frequent
  - Teaching is explicitly and clearly linked to assessment
  - Formative (how to do better) as well as summative (evaluation of amount learned) feedback is provided
7. Provides an inspiring model for students 10%
  - Behaves in a positive way, demonstrating a love for teaching and learning
  - Demonstrates concern/caring for students as persons as well as learners
  - Helps students see how they can achieve their goals