

High Impact Teaching Strategies Observation

The purpose of this rubric is to guide faculty peers and supervisors in measuring evidence-based impactful teaching and learning strategies. These strategies are generally found in recognized High Impact Practices by the AAC&U and other similar entities. However, it should be stressed that these strategies are intended to be scaffolded in their implementation, nor should any one course be expected to be operating at a high level in all of these categories. This instrument is also intended to both encourage and recognize instructors who are making meaningful contributions through their inclusion of these strategies, with the goal of improving the quality of teaching and learning.

Definitions

Quality Learning Environment: The classroom environment is safe. Students feel appreciated and are comfortable asking questions and voicing their thoughts. Clearly defined expectations are set at an appropriate level, encouraging students to move beyond their current ability. Performance expectations are adequately supported and assessed.

Personal Student Investment: Students spend significant time and on authentic, complex tasks, projects, and/or assignments over an extended time period. Student engagement has a purpose in achieving carefully identified learning goals.

Meaningful Interactions: Students are engaged in meaningful interactions with both peers and mentors (e.g. faculty, staff, community partners) about substantive matters over extended periods of time. These interactions could include the sharing of intellectual interests, goals, ideas, etc., to develop meaningful relationships.

Challenging Thinking: Students engage in substantive practical experiences that are intellectually challenging, including reasonable higher order thinking (e.g. analysis, synthesis, application), and possibly including experiences with diversity and interaction with people and circumstances that differ from their own.

Demonstration of Competence: Students have significant opportunities for course-exclusive and/or public demonstration of their competence and creative efforts in a variety of methods. This could include the use of ePortfolios, conferences, large fora, or other venues of dissemination.

Feedback: Students are provided with frequent constructive, meaningful, and timely feedback from the teacher, peers, and/or mentors. This may include feedback about the students' changing self-awareness.

Student Reflection & Integration: Students are provided opportunities to actively reflect on what and how they have learned and how it integrates with prior understanding. Students identify strategies for future success. This reflection could occur at the end of individual projects, events, or at strategic moments of the course. Metacognition helps the student make sense of their struggles, values, world-views, and beliefs.

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	Not Observed	Some Evidence	Readily Observed	Readily Observed, Exemplary	Comments
Quality Learning Environment					
Personal Student Investment					
Meaningful Interactions (Peers & Mentors)					
Challenging Thinking					
Demonstration of Competence					
Feedback (Peers & Mentors)					
Student Reflection & Integration					

Summary