TEACHING EVALUATION CHECKLIST

Classroom space, technology usage, and teaching approach

___ Maintains eye contact
___ Moves about room
___ Varies activities over class period
___ Paces delivery to students' capacity to follow
___ Uses technology effectively
___ Uses class time efficiently

Scholarship

___ Assists in mastering new vocabulary (defines, uses)
___ Distinguishes a value from a fact
___ Indicates how knowledge is obtained
___ Shows relation of theory to practice
___ Suggests implications of an idea, position, or theory
___ Goes into detail, presents supporting evidence rather than just generalizations
___ Presents facts or concepts from related fields or relates topics to other areas of knowledge
___ Refers to recent developments in the field
___ Distinguishes between fact and opinion, data and interpretation
___ Emphasizes ways of solving problems rather than solutions

**Preparation and organization**

___ Has provided for input--reading, TV or film viewing, observation, etc.--prior to discussion

___ Lets students know what will be expected of them in terms of participation

___ Involves students in deciding what issues to discuss

___ Uses illustrative materials or teaching aids

___ Focuses student attention (by demonstration, activity, question, etc.) before launching into lecture

___ Relates to previous topic and ties in

___ States goals or objectives for class session

___ Presents material in manageable blocks

___ Summarizes periodically

___ Refers back to points made or terms used earlier

___ Makes an assignment or suggests an activity which builds on day's topics, something to do or think about

___ Accepts silence
Classroom interactions, student involvement, and use of questions

___ Listens
___ Uses questions to guide discussion
___ Uses humor
___ Calls students by name
___ Appears interested and enthusiastic
___ Calls for questions in a way that does not embarrass or belittle the questioner, and reinforces infrequent contributors
___ Asks a variety of questions for different pedagogical purposes: emphasis, drill, self-awareness, variety, review
___ Asks questions which require processing of information: grouping and classification, compare and contrast, specify cause and effect or other relationship, analysis, generate examples
___ Questions are easily understood, clear in intent and precisely expressed
___ Prompts awareness of students relevant knowledge or experience, gives or asks for examples, refer to prior learning, etc.
___ Allows time for formulation of questions
___ Makes sure that comments or questions have been heard by all
___ Accepts and acknowledges all answers, i.e, “I see what you mean,” while still spending appropriate time to note misconceptions, point out faulty logic, etc.
___ Makes certain students know they are free not to respond, free to speak, safe to be wrong
____ Returns response to student for correction, clarification of thought, rewording of fuzzy statements

____ Requires student to support answer with evidence or argument

____ Paraphrases student comments for his/her own or students' understanding, and then summarizes discussion periodically

____ Encourages expression of differences of opinion, and supports the rights of speakers who hold minority viewpoints

____ Intervenes when necessary

____ Introduces relevant considerations that have been missed

____ Encourages students to examine a variety of points of view before drawing conclusions or making judgements

____ Encourages students to evaluate their own or one another's answers

____ Helps student answer his own question

____ Uses student questions or comments to introduce new material

____ Suggests resources for students to explore independently

What could be strengthened, added, or changed?

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