

# 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?**