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**APPENDIX VA**

**FACULTY TEACHING EVALUATION FORM**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name of Faculty Member Evaluated: | | | *Faculty Name* | | | |
| Academic School: | | *Enter text here* | | | | |
| Department: | | *Enter text here* | | | | |
| Course Name: | *Enter text here* | | | | | |
| Course Section #: | *Section* | | Type of Class: | *Type* | Class Size: | *Size* |

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| --- | --- | --- | --- | --- | --- | --- |
| Name of Evaluator: | | *Evaluator Name* | | | | |
| Department/Division: | | *Department/Division* | | | | |
| Type of Evaluation: | *Choose an item* | | If Colleague, what position/rank? | | *Enter text here* |
| Date of Evaluation: | *Date* | | Time of Evaluation: | *Time* | | |

**EVALUATION OF TEACHING ABILITY - CLASSROOM SETTING**

**INSTRUCTIONS:** Each of the items below deals with a particular aspect of teaching performance. Please indicate your rating of each characteristic using the scale below. The exact point at which you rate is less important than your general impression. Write in after the question any additional comments you wish to make (lengthy comments should be made on the reverse side of the sheet). Give examples wherever possible and indicate the source of information on which your selection is based. Please answer only those questions for which you are certain you have adequate information to make a judgment.

**SCALE:**

(5) Outstanding; (4) Very Good; (3) Good; (2) Satisfactory; (1) Satisfactory with reservations.

(0) Unsatisfactory; (N/A) Unable to appraise.

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| **I. KNOWLEDGE OF SUBJECT MATTER** | |
| Instructor: | |
| Demonstrated breadth and depth of information | Scale |
| Demonstrated awareness of current trends | Scale |
| Was able to establish cognitive relationships | Scale |
| Utilized adequate examples for clarity | Scale |
| **In summary, I would rate the instructor’s overall knowledge of the subject matter** | **Scale** |

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| Supporting Comments: |
| *Enter text here* |

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| **II. PRESENTATION OF MATERIAL** | |
| Instructor: | |
| Presents an overview of material to be covered in the session | Scale |
| Consistently develops/presents material consistent with objectives stated | Scale |
| Presents material in an organized manner | Scale |
| Is well prepared for the session | Scale |
| Provides clear explanations | Scale |
| Makes subject matter more meaningful through the use of examples and applications | Scale |
| Utilized teaching aids | Scale |
| Used a variety of teaching methods | Scale |
| **In summary, I would rate the instructor’s overall presentation of the material** | **Scale** |

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| Supporting Comments: |
| *Enter text here* |

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| **III. THE LEARNING SITUATION** | |
| Climate | Scale |
| Participation | Scale |
| Class interaction | Scale |
| Instructor: | |
| Is receptive to participant’s questions and comments | Scale |
| Seemed to know when students didn’t grasp material | Scale |
| Is receptive to divergent viewpoints | Scale |
| Stimulates class discussion | Scale |
| Answered questions effectively | Scale |
| Is flexible (can meet situation with suitable approach) | Scale |
| Shows fair and equal concern for all students in class | Scale |
| **In summary, I would rate the learning situation** | **Scale** |

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| Supporting Comments: |
| *Enter text here* |

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| **IV. CLASSROOM DYNAMIC AND STYLE** | |
| *In your role as evaluator, you are visiting the course to look at instructor delivery of information and opportunities for interaction between instructor and students, as well as peer interaction between students. Evaluators do not assess student work, grading rubrics, or use of assessments*. | |
| **Face-to Face Environment** | |
| Instructor: | |
| Engagement: Encourages student involvement in the class | Scale |
| Interest: Demonstrates enthusiasm for the content (for example, in the delivery of instruction and responses to question). | Scale |
| Communications: Instructor’s style stimulated learning (such as encouraging student- faculty interaction and peer interaction in class). | Scale |

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| **Online Environment** | |
| Instructor: | |
| Engagement: Encourages student involvement in the class | Scale |
| Interest: Demonstrates enthusiasm for the content (for example, in the delivery of instruction using multimedia components and responses to questions). | Scale |
| Communications: Instructor’s style of material presentation and organization stimulated learning (such as an easy to navigate, organized Learning Management System for the course with clear instructions). | Scale |

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| Supporting Comments: |
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| **V. EVALUATION OF TEACHING ABILITY – LABORATORY SETTING** | |
| Instructor: | |
| Discusses instructions for laboratory session before each experiment | Scale |
| Provides sufficient opportunity for students to ask for an obtain individual assistance | Scale |
| Provides sufficient opportunity for student questions | Scale |
| Demonstrates or discusses lab techniques students will use in the laboratory exercise | Scale |
| Gives students a chance to show their technique/knowledge about the laboratory exercise | Scale |
| **In summary, I would rate the instructor’s teaching style in the laboratory setting** | **Scale** |

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| Supporting Comments: |
| *Enter text here* |

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| **VI. EVALUATION OF TEACHING ABILITY IN THE CLINICAL SETTING** | |
| Instructor: | |
| Participates in orientation to the area | Scale |
| Assumes responsibility for teaching on clinical unit | Scale |
| Supervises student activities | Scale |
| Is knowledgeable about principles applicable to subject matter | Scale |
| Seeks documentation from staff of students’ clinical performance | Scale |
| Has good teacher-student relationship | Scale |
| Stimulates students to function at optimum level and toward independent functioning | Scale |
| Conducts clinical conferences to enhance transfer of learning | Scale |
| Shares theoretical knowledge with staff | Scale |
| Is available to students and offers advice wisely | Scale |
| Responds constructively to students’ ideas and experience | Scale |
| Communicated goals for students with clinical staff | Scale |
| Promotes attitude of mutual respect between staff and teacher, student-teacher, staff-student | Scale |
| Has good rapport with staff | Scale |

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| Supporting Comments: |
| *Enter text here* |

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| --- | --- | --- | --- |
| Signature of Evaluator: | *Signature* | Date: | *Date* |

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| Faculty Member Comments: |

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| *Enter text here* |

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| --- | --- | --- | --- |
| Signature of Faculty Member: | *Signature* | Date: | *Date* |