

# Using Evaluation Strategies to Improve Teaching

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## **Examples of Teaching Evaluation Assessments**

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## END OF SEMESTER EVALUATION BY STUDENTS<sup>1</sup>

**Instructor:** \_\_\_\_\_ **Course:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. What have been the most positive aspects of the course? Are there any particular aspects you found beneficial?
2. What have been the negative features of this course? Are there any particular aspects you have disliked?
3. Were the instructor's handouts and review sheets useful? Should they be used in this course in the future?
4. Would you recommend using the same textbooks?
5. Should the same grading format (exams, assignments, discussion) be used?
6. Does the instructor create an environment in which you feel comfortable participating? Is the classroom environment friendly? Is it respectful of diverse opinions? Is it intimidating?
7. Do you find the instructor approachable and open to questions, both during class and in office hours?

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<sup>1</sup> Instrument adapted from Sokolon, M. (2003) in Seldin, P., & Associates (2006). *Evaluating faculty performance: A practical guide to assessing teaching, research and service*. Bolton, MA: Anker, pp.233-234.

8. Does the instructor come to class well prepared?
  
9. Is the material presented clearly and effectively?
  
10. Has your interest in the topics discussed increased due to the class materials and instruction?  
(If necessary, explain)
  
11. Would you consider taking another class with this instructor or would you recommend this course or this instructor to another student? (If necessary, explain)
  
12. What is your overall assessment of the instructor's teaching performance? (Be as specific as possible)

## MID-SEMESTER EVALUATION OF INSTRUCTORS<sup>1</sup>

Below are examples of evaluations that are useful for mid-semester feedback. Choose the one that best reflects your teaching goals and teaching styles.

### Example 1<sup>2</sup>:

Please complete the following sentences:

1. The instructor is \_\_\_\_\_
2. The textbook is \_\_\_\_\_
3. The lectures are \_\_\_\_\_
4. The quizzes are \_\_\_\_\_
5. The assignments are \_\_\_\_\_

### Example 2:

Please respond to the following items and add any additional comments.

- The reason(s) I took this course \_\_\_\_\_  
\_\_\_\_\_
- The reason(s) other people took the course \_\_\_\_\_  
\_\_\_\_\_
- The people who are doing well in the course are those \_\_\_\_\_  
\_\_\_\_\_
- The people who are not doing well in the course are those \_\_\_\_\_  
\_\_\_\_\_
- Changes that would make the course better for me are \_\_\_\_\_  
\_\_\_\_\_
- Other comments, complaints or ideas \_\_\_\_\_  
\_\_\_\_\_

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<sup>1</sup> Seldin, P., & Associates (2006). *Evaluating faculty performance: A practical guide to assessing teaching, research and service*. Bolton, MA: Anker, pp.235-238.

<sup>2</sup> Adapted from Lucas S. G. (2001). Departmental teaching assistants' orientation. In Prieto, L. R. & Meyers, S. A., (Eds.). *The Teaching Assistant Training Handbook*. Stillwater, OK: New Forums Press.

**Example 3:**

Please complete the following questions.

- The thing I like *most* about this course is: \_\_\_\_\_  
\_\_\_\_\_
- The thing I like *least* about this course is: \_\_\_\_\_  
\_\_\_\_\_
- If I could change anything about this course, I would change \_\_\_\_\_  
\_\_\_\_\_
- If only there would be \_\_\_\_\_  
\_\_\_\_\_
- If only the textbook was \_\_\_\_\_  
\_\_\_\_\_
- The instructor should \_\_\_\_\_  
\_\_\_\_\_
- One thing I like about the instructor is \_\_\_\_\_  
\_\_\_\_\_
- Concerning my being prepared to take the midterm exam I felt \_\_\_\_\_  
\_\_\_\_\_
- I'd like to see more \_\_\_\_\_  
\_\_\_\_\_

Please add any additional comments or complaints.

**Example 4:**<sup>3</sup>

(The following questions are particularly useful for collaborative classrooms.)

1. What are *we* doing that is helping your learning?
2. What are *we* doing that is hindering your learning?
3. What can *we* do differently to improve your learning?

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<sup>3</sup> Instrument developed by Seldin, P. (2002).

**Example 5:**<sup>4</sup>

**Please complete the following information:**

Course Name \_\_\_\_\_  
Course Prefix and Number \_\_\_\_\_  
Section Number \_\_\_\_\_  
TA/Instructor \_\_\_\_\_

**Please respond to the following questions by circling the number that best represents your response.**

(1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree (6) not applicable

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1. prepares well for class                                     | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. makes oral presentations clearly                            | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. presents material in an organized fashion                   | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. encourages questions  | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. responds well to questions                                  | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. provides helpful feedback on course assignments             | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. shows concern that you are learning the material            | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. makes him/herself available outside of class                | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. demonstrates knowledge of the subject matter                | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. presents new material in an understandable way             | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. shows a willingness to help students who have difficulties | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. communicates concepts, content and issues clearly          | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. is approachable about course related questions             | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. shows enthusiasm for the subject and for teaching          | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. "optional question for your particular section"            | 1 | 2 | 3 | 4 | 5 | 6 |

**Open Ended Questions**

1. What strengths has the instructor demonstrated that helps you to learn the course material?
  
  
  
  
  
  
  
  
  
  
2. What specific ways could the instructor improve how he or she teaches this course?
  
  
  
  
  
  
  
  
  
  
3. What other comments would you like to make regarding the instructor or the course?

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<sup>4</sup> Adapted from Lampert, L., Tice, S., & Featherstone, P. (Eds.). (1996). *University Teaching: a Guide for Graduate Students*. Syracuse, NY: Syracuse University Press.

## SELF-REFLECTION<sup>1</sup>

Questions that may be useful in self-reflection include:

1. Was I really interested in the material I was teaching?
2. Was I enthusiastic in how I was teaching?
3. Was I well-organized in my presentation of material?
4. Was my presentation well-paced? Did I pause when I asked students to respond?
5. Could I have varied my presentation to make it more interesting?
6. Did the lesson/class proceed as I expected? If not, how did it change from my expectations? Was this a positive or negative result?
7. What strategies were helpful when students became confused?
8. What were the best aspects of this class?
9. What problems need to be addressed?
10. If I were to teach this course again, what would I do differently?

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<sup>1</sup> Instrument developed by Miller, J. E. (2005) in Seldin, P., & Associates (2006). *Evaluating faculty performance: A practical guide to assessing teaching, research and service*. Bolton, MA: Anker, p. 253.

## CLASSROOM OBSERVATION REPORT<sup>1</sup>

Instructor evaluated \_\_\_\_\_ Course \_\_\_\_\_  
 Number of students present \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator(s) \_\_\_\_\_

*Purpose:* The purpose of this classroom observation is (1) to provide a data base for more accurate and equitable decisions on tenure, promotion, and merit increase and (2) to improve faculty performance.

*Instructions:* Please consider each item carefully and assign the highest scores only for unusually effective performance.

Questions 12 and 13 have been deliberately left blank. You and the instructor being evaluated are encouraged to add your own items.

Each instructor should be observed on two occasions, and the observer(s) should remain in the classroom for the full class period.

It is suggested that the observer(s) arrange a previsit and postvisit meeting with the instructor.

Highest		Satisfactory		Lowest	Not applicable
5	4	3	2	1	n/a

	1. Defines objectives for the class presentation.
	2. Effectively organizes learning situations to meet the objectives of the class presentation.
	3. Uses instructional methods encouraging relevant student participation in the learning process.
	4. Uses class time effectively.
	5. Demonstrates enthusiasm for the subject matter.
	6. Communicates clearly and effectively to the level of the students.
	7. Explains important ideas simply and clearly.
	8. Demonstrates command of subject matter.
	9. Responds appropriately to student questions and comments.
	10. Encourages critical thinking and analysis.
	11. Consider the previous items, how would you rate this instructor in comparison to others?
	12.
	13.
	14. Overall rating on the basis of classroom observation.

<sup>1</sup> Instrument developed by Seldin, P. (2004) in Seldin, P., & Associates (2006). *Evaluating faculty performance: A practical guide to assessing teaching, research and service*. Bolton, MA: Anker, pp.248-250.