

Midterm Teaching Assessment

Instructions to Student

In this inventory I am asking you to assess my specific classroom behaviors. I am requesting this information for purposes of instructional analysis and improvement. A midterm assessment is more likely to affect how this particular course is being taught than one administered at the end of the semester. Please try to be both thoughtful and candid in your responses so as to maximize the value of feedback.

Your judgments should reflect that type of teaching you think is best for this particular course and your particular learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating.

Each section of the inventory begins with a definition of the category of teaching to be assessed in that section. Please use the following rating scale in making your judgments:

- 1 = almost never
- 2 = rarely
- 3 = sometimes
- 4 = often
- 5 = almost always

Clarity: method used to explain or clarify concepts and principles

Uses concrete examples to explain concepts and principles	1	2	3	4	5
Defines new or unfamiliar terms	1	2	3	4	5
Repeats difficult ideas several times	1	2	3	4	5
Stresses most important points by pausing, speaking slowly, raising voice, gesturing effectively	1	2	3	4	5
Uses graphs, diagrams, or other AV aids	1	2	3	4	5
Answers students' questions thoroughly	1	2	3	4	5
Writes key terms on blackboard or overhead screen	1	2	3	4	5
Writes legibly	1	2	3	4	5
Explains subject matter in understandable language	1	2	3	4	5

Interaction: techniques used to foster students' class participation

Encourages students' questions and comments during lectures	1	2	3	4	5
Asks questions of individual students	1	2	3	4	5
Makes eye contact with students	1	2	3	4	5
Refers to rather than reads from prepared notes or text	1	2	3	4	5
Gives positive feedback when appropriate	1	2	3	4	5
Encourages student to student interaction	1	2	3	4	5

Organization: ways of organizing or structuring subject matter

Puts outline of lecture on blackboard or overhead screen	1	2	3	4	5
Clearly indicates transition from one topic to the next	1	2	3	4	5
Gives preliminary overview of lecture at beginning of class	1	2	3	4	5
Explains how each topic fits into the course as a whole	1	2	3	4	5
Begins class with a review of topics covered last time	1	2	3	4	5
Periodically summarizes points previously made	1	2	3	4	5

Pacing: rate of information presentation, efficient use of time

Sticks to major theme of lecture without digressing	1	2	3	4	5
Proceeds from one topic to another at an appropriate pace	1	2	3	4	5
Sticks to the point in answering students' questions	1	2	3	4	5

Disclosure: explicitness concerning course requirements and grading criteria

- Advises students as to how to prepare for tests or exams 1 2 3 4 5
- Provides sample exam questions 1 2 3 4 5
- Tells students what is expected of them on tests, essays or assignments 1 2 3 4 5
- Reminds students of test dates or assignment deadlines 1 2 3 4 5
- Provides helpful written comments on assignments 1 2 3 4 5
- Returns papers/exams in a timely manner 1 2 3 4 5

Speech: characteristics of voice relevant to classroom teaching

- Enunciates clearly without stuttering or mumbling 1 2 3 4 5
- Speaks at appropriate volume 1 2 3 4 5
- Speaks at appropriate pace 1 2 3 4 5
- Speaks with proper voice modulation 1 2 3 4 5

Rapport: quality of interpersonal relations between teacher and students

- Addresses individual students by name 1 2 3 4 5
- Announces availability for consultation outside of class 1 2 3 4 5
- Offers to help students with problems 1 2 3 4 5
- Shows tolerance of other points of view 1 2 3 4 5
- Available to talk with students before or after class 1 2 3 4 5

If there are any suggestions you have for improving the course, please do so in the space below: