In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 2008 Co-Teacher's Name Murdie

COURSE NUMBER Pols 317 SECTION OD

I. ORGANIZATION	N/A	Need	ds rovemer	n#	Do	es Well
 clearly states the goal or objective for the period reviews prior class material to prepare students for 	0	1	2	3	4	(3)
the content to be covered	0	I	2	3	4	(5)
3. provides internal summaries and transitions	0	1	2	3	4	3
4. summarizes and distills main points at the end of class	0	1	2	3	4	5
5. appears well prepared for class	0	1	2	3	4	5 -
II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	3
2. speaks audibly and cleanly, uses no speech fillers,	۸	,	2	2		~=
such as ok/um	0	1	2	3	4	<u>(5</u>
3. communicates a sense of enthusiasm and excitement	0	1	2	2	4	~=
toward the content	0 0	1 1	2 2	3 3	4 4	5.
4. talks to the class, not the board or windows	0	1	2	3	4	.J. ∕≸
5. varies the pace and tone to keep students alert	U	1	2	3	4	'لم
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	3
for example fecture, exercises, discussion	U	1	2	3	4	ر_
III. CREDIBILITY AND CONTROL						
 appears comfortable and competent with the content responds confidently to student inquiries for 	0	1	2	3	4	5
additional information	0	1	2	3	4	્5∷
3. speaks about course content with confidence	· ·		_			•
and authority	0	1	2	3	4	(5)
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	3
5. respects constructive criticism	0	1	2	3	4	3

Please include additional comments or specific examples below:

JOU with her presentations

Very entire 35.

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 200 8 Co-Teacher's Name Arguering COURSE NUMBER 3/7 SECTION 6 I. ORGANIZATION N/A Needs Does Well Improvement 0 2 3 1. clearly states the goal or objective for the period 2. reviews prior class material to prepare students for 1 2 3 1 2 3 1 2 3 1 2 3 the content to be covered 0 3. provides internal summaries and transitions 0 4. summarizes and distills main points at the end of class 0 5. appears well prepared for class 0 II. PRESENTATION 1. incorporates various instructional supports like 0 1 2 3 slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 0 1 3. communicates a sense of enthusiasm and excitement 2 2 0 1 toward the content 4. talks to the class, not the board or windows 0 1 1 5. varies the pace and tone to keep students alert 0 6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion 0 1 2 3 (5, III. CREDIBILITY AND CONTROL 0 1 3 1. appears comfortable and competent with the content 2. responds confidently to student inquiries for additional information 0 3. speaks about course content with confidence 1 1 2 2 and authority 0 0 4. is able to admit error and/or insufficient knowledge

Please include additional comments or specific examples below:

5. respects constructive criticism

In this form you are asked to assess your instructor's specific classroom behaviors. Your justructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 200 & Co-Teacher's Name AMUNDU MUNDU COURSE NUMBER 317 SECTION 000

I. ORGANIZATION	N/A	Need			Do	es Well
 clearly states the goal or objective for the period reviews prior class material to prepare students for 	0	lmpr 1	ovemer 2	3	4	(5)
the content to be covered	0	1	2	3	14	5
3. provides internal summaries and transitions	Õ	1	2	3	4	$\langle \tilde{5} \rangle$
4. summarizes and distills main points at the end of class	0	1	2	3	4	5
5. appears well prepared for class	0	ì	2	3	4	3
II. PRESENTATION						
incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	(5)
 speaks audibly and cleanly, uses no speech fillers, such as ok/um communicates a sense of enthusiasm and excitement 	0	1	2	3	4	(3)
toward the content	0	1	2	3	4	5
4. talks to the class, not the board or windows	0	1	2	3	4	5
5. varies the pace and tone to keep students alert	0	1	2	3	4	45)
6. selects teaching methods appropriate for the content,						
for example lecture, exercises, discussion	0	1	2	3	4	(5)
III. CREDIBILITY AND CONTROL						
 appears comfortable and competent with the content responds confidently to student inquiries for 	0	1	2	3	4	5
additional information	0	1	2	3	4 /	5
3. speaks about course content with confidence					-	
and authority	0	1	2	3	4	5
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	5
5. respects constructive criticism	0	1	2	3	4	5/

Please include additional comments or specific examples below:

Amanda 13 fabrilous! She tangent tobe

Wer classes very well. They were always

4/15/2008 INTERESTING a. it willow principal virel needs

(vialos).

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

N/A

Needs

Does Well

Semester (circle one): Fall Spring 200 8 Co-Teacher's Name Amanda Hordic COURSE NUMBER 317 SECTION 001

I. ORGANIZATION	TALL	INCCUS	•		Does	2 AA CII
		Impro	vement			_
 clearly states the goal or objective for the period reviews prior class material to prepare students for 	0	1	2	3	4	(3)
the content to be covered	0	1	2	2		5
	0		2	3	4	
3. provides internal summaries and transitions	-	1	2	3 3	4	73/
4. summarizes and distills main points at the end of class	0	1			4	3
5. appears well prepared for class	0	1	2	3	4	(I)
II. PRESENTATION						
incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	(4)	5
2. speaks audibly and cleanly, uses no speech fillers,		_	•	•		
such as ok/um	0	1	2	3	4	(3)
3. communicates a sense of enthusiasm and excitement			_			
toward the content	0	1	2	3	4	ري
4. talks to the class, not the board or windows	0	1	2	3	4	(5)
5. varies the pace and tone to keep students alert	0	1	2	<u> </u>	4	5
6. selects teaching methods appropriate for the content,					_	
for example lecture, exercises, discussion	0	1	2	3	4	5
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	(5)
2. responds confidently to student inquiries for						_
additional information	0	1	2	3	4	(5)
3. speaks about course content with confidence						
and authority	0	1	2	3	4	(3>
4. is able to admit error and/or insufficient knowledge	ŏ	1	2	3	4	(3)
5. respects constructive criticism	ő	1	2	3	(4)	3
5. respects constructive effects in	U	1	2	,	(4)	5

Please include additional comments or specific examples below:

Amenda is one of the most engaged and interested tracking acceptates to have encountered at temory and the really experience her work in this course.

I ORGANIZATION

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 200 8 Co-Teacher	r's Name_,	An	\auyo	lig	<u>w</u>	die
COURSE NUMBER 37 (SECTION _ 000						
I. ORGANIZATION	N/A	Need	ds oveme	nt	Doe	s Well
I. clearly states the goal or objective for the period2. reviews prior class material to prepare students for	0	1	2	3	4	(5)
the content to be covered	0	1	2	3	4	5
3. provides internal summaries and transitions	0	1	2 2 2	3	4	5
4. summarizes and distills main points at the end of class	0	1			4	3
5. appears well prepared for class	0	1	2	3	4	<u>(5)</u>
II. PRESENTATION						
 incorporates various instructional supports like slides, films, diagrams, etc. where needed 	0	1	2	3	4	(5)
speaks audibly and cleanly, uses no speech fillers,						6
such as ok/um	0	1	2	3	4	<u>(3)</u>
communicates a sense of enthusiasm and excitement toward the content	0	1	2	2	4	(2)
4. talks to the class, not the board or windows	0	1	2 2	3	4	0
5. varies the pace and tone to keep students alert	0	1	2	3	4	\sim
6. selects teaching methods appropriate for the content,	v	•	_	2	•	
for example lecture, exercises, discussion	0	l	2	3	4	(3)
III. CREDIBILITY AND CONTROL						
 appears comfortable and competent with the content responds confidently to student inquiries for 	0	1	2	3	4	\bigcirc
additional information	0	1	2	3	4	(5)
3. speaks about course content with confidence	v	•	_	2	•	
and authority	0	1	2	3	4	6)
4. is able to admit error and/or insufficient knowledge	0	1	2 2 2	(3)	4	5
5. respects constructive criticism	0	1	2	3	4	5

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 200 & Co-Teacher's Name Annanca Myrate COURSE NUMBER 317 SECTION 000

I. ORGANIZATION	N/A	Nee		nt	Doe	s Well
1. clearly states the goal or objective for the period	0	1	roveme 2	3	4	5
reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	(3)
3. provides internal summaries and transitions	0	1	2	3	4	(5)
4. summarizes and distills main points at the end of class	0	1	2	3	4	(3)
5. appears well prepared for class	0	1	2	3	4	<u>(3)</u>
II. PRESENTATION						
incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	(
speaks audibly and cleanly, uses no speech fillers,						_
such as ok/um	0	1	2	3	4	(3)
3. communicates a sense of enthusiasm and excitement			_	_		
toward the content	0	1	2	3	4	(<u>5</u>)
4. talks to the class, not the board or windows	0	1	2	3	4	
5. varies the pace and tone to keep students alert	0	1	2	3	4	\bigcirc
6. selects teaching methods appropriate for the content,	•		_			
for example lecture, exercises, discussion	0	1	2	3	4	3
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	(3)
2. responds confidently to student inquiries for	0	1	2	<u> </u>	4	_
additional information	0	1	2	3	4	5
3. speaks about course content with confidence	0	1	2	3	\bigcirc	5
and authority	0	1	2	3	4	_ \$
4. is able to admit error and/or insufficient knowledge	0	1	2	3 3	4	
5. respects constructive criticism	U	1	_	,	4	(ت

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 200 Co-Teache	r's Name <u>/</u>	٠, ٢.	1 <u>1</u>	·	<u> /</u> .	
COURSE NUMBER SECTION	,					
1 1 1						
I. ORGANIZATION	N/A	Need Impi	ds rovemei	nt	Doe	s Well
1. clearly states the goal or objective for the period	0	1	2	3	4	5
2. reviews prior class material to prepare students for						
the content to be covered	0	1	2	3	4	.5
3. provides internal summaries and transitions	0	1	2	3	4	\5 .
4. summarizes and distills main points at the end of class	0	1	2	3	4	. <u>5</u>
5. appears well prepared for class	0	1	2	3	4	5 5 5
II. PRESENTATION						
 incorporates various instructional supports like slides, films, diagrams, etc. where needed 	0	1	2	3	4	5
speaks audibly and cleanly, uses no speech fillers,						-
such as ok/um	0	1	2	3	4	.5
3. communicates a sense of enthusiasm and excitement						
toward the content	0	1	2	3	4	5
4. talks to the class, not the board or windows	0	1	2	3	4	5.
5. varies the pace and tone to keep students alert	0	1	2	3	4	. 3
6. selects teaching methods appropriate for the content,			_	_		_
for example lecture, exercises, discussion	0	1	2	3	4	. 5
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	5
2. responds confidently to student inquiries for	0	,	2	2	4	_
additional information	0	1	2	3	4	5
3. speaks about course content with confidence	0	1	2	2	4	-
and authority	0	1	2	3	4	5
4. is able to admit error and/or insufficient knowledge	0	1	2 2	3	4	5
5. respects constructive criticism	0	1	2	3	4	5

Please include additional comments or specific examples below:

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to iuclude examples or comments.

Semester (circle one): Fall Spring 200 8 Co-Teacher	r's Name_	Ale	XIZ !	Murd	1 <u>e</u>	
COURSE NUMBER 317 SECTION 001						
みみ90 I. ORGANIZATION	N/A	Need Impi	ds roveme	nt	Does	Well
 clearly states the goal or objective for the period reviews prior class material to prepare students for 	0	1	2	3	4	5
the content to be covered	0	1	2	3	4	5
3. provides internal summaries and transitions	0	1	2		(4)	5
4. summarizes and distills main points at the end of class	0	1	2	3 3 3	4	5 5 5
5. appears well prepared for class	0	1	2	3	4	5
II. PRESENTATION						
incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um3. communicates a sense of enthusiasm and excitement	0	1	2	3	4	5
toward the content	0	1	2	X 3 0	(4)	5
4. talks to the class, not the board or windows	Õ	1	2 2	\(\frac{1}{32}\)	4	5 5 5
5. varies the pace and tone to keep students alert	0	1	2	3	<u>(4)</u>	5
 selects teaching methods appropriate for the content, for example lecture, exercises, discussion 	0	1	2	3	4	5
III. CREDIBILITY AND CONTROL						
 appears comfortable and competent with the content responds confidently to student inquiries for 	0	1	2	3	4	5
additional information 3. speaks about course content with confidence	0	1	2	3	4	5
and authority	0	1	2	3	(4)	5
4. is able to admit error and/or insufficient knowledge	ő	1	2	3 3	A	5
5. respects constructive criticism	0	1	2	3	4	5
-						

Please include additional comments or specific examples below: Not as much as Dr. Davis, but is I felt that the course between were mostly just read from the stides. the classes were worty just read from the stides. the classes went very quickly, in terms of covering a lot of material in a short amount of time. as someone we needs to take 4/15/2008 notes, it was very difficult to follow the clases. In this regard, sho was much bether than Dr. Davis, though.

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 200 Co-Teacher	r's Name_	Amar	ida N	lurdie		
COURSE NUMBER 317 SECTION 000			•			
I. ORGANIZATION	N/A	Need	ds rovemer	nt	Doe	s Well
 clearly states the goal or objective for the period reviews prior class material to prepare students for 	0	1	2	3	4	(5)
the content to be covered	0	1	2	3	4	5
3. provides internal summaries and transitions	0	1	2 2	3 3 3	4	(3)
4. summarizes and distills main points at the end of class	0	1	2		4	(3)
5. appears well prepared for class	0	1	2	3	4	(3)
II. PRESENTATION						
 incorporates various instructional supports like slides, films, diagrams, etc. where needed 	0	1	2	3	4	(5)
2. speaks audibly and cleanly, uses no speech fillers,	0		^			
such as ok/um 3. communicates a sense of enthusiasm and excitement	0	1	2	3	4	(5)
toward the content	0	1	2	2	4	(3)
4. talks to the class, not the board or windows	0	1	2	3 3	4 4	(5)
5. varies the pace and tone to keep students alert	0	1	2 2	3	4	\sim
6. selects teaching methods appropriate for the content,	U	•	_	,	7	9
for example lecture, exercises, discussion	0	1	2	3	4	(5)
III. CREDIBILITY AND CONTROL						
 appears comfortable and competent with the content responds confidently to student inquiries for 	0	1	2	3	4	(5)
additional information	0	1	2	3	4	(5)
3. speaks about course content with confidence	Ü	-	_ _	•		Ü
and authority	0	1	2	3	4	(5)
4. is able to admit error and/or insufficient knowledge	0	1	2	3 3 3	4	♂
5. respects constructive criticism	0	1	2	3	4	(3)

Please include additional comments or specific examples below:

Prof. Mudie is a great teacher; she is very enthusiastic about what she teacher of how great teaching skills. I would take her courses.

4/15/2008

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 2008 Co-Teacher's Name Amanda Murdiel COURSE NUMBER 317220 SECTION 200

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In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 200 ? Co-Teacher's Name COURSE NUMBER 2295 SECTION 05 Q I. ORGANIZATION N/A Needs Does Well Improvement 1. clearly states the goal or objective for the period 0 3 2. reviews prior class material to prepare students for the content to be covered 0 3. provides internal summaries and transitions 2 0 1 4. summarizes and distills main points at the end of class 1 2 0 5. appears well prepared for class O 1 3 II. PRESENTATION 1. incorporates various instructional supports like 0 1 2 3 slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 0 1 2 3 3. communicates a sense of enthusiasm and excitement toward the content. 0 4. talks to the class, not the board or windows 0 1 2 3 5. varies the pace and tone to keep students alert 0 1 6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion 1 2 3 5 0 III. CREDIBILITY AND CONTROL 1 2 3 1. appears comfortable and competent with the content 0 2. responds confidently to student inquiries for additional information 3 3. speaks about course content with confidence and authority 0 1 2 3 1 2 3 4. is able to admit error and/or insufficient knowledge 0 5. respects constructive criticism

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 200 9 Co-Teacher's Name AMUNDIC COURSE NUMBER 317 SECTION 000

1. ORGANIZATION	N/A	Need	-	,	Do	es Well
 clearly states the goal or objective for the period reviews prior class material to prepare students for 	0	lmpi 1	rovemer 2	at 3	4	(5)
the content to be covered	0	l	2	3	4	(3)
3. provides internal summaries and transitions	0	1	2	3	4	$\binom{2}{5}$
4. summarizes and distills main points at the end of class	0	1	2	3 3 3	4	(3)
5. appears well prepared for class	0	1	2	3	4	(3)
ll. PRESENTATION						
incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	(5)
2. speaks audibly and cleanly, uses no speech fillers,			_	_		
such as ok/um 3. communicates a sense of enthusiasm and excitement	0	1	2	3	4	(3)
toward the content	0	1	2	3	4	(5)
4. talks to the class, not the board or windows	0	1	2	3	4	(3)
5. varies the pace and tone to keep students alert	0	1	2	3 3	4	(3)
6. selects teaching methods appropriate for the content,						\simeq
for example lecture, exercises, discussion	0	1	2	3	4	(5)
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	(5)
2. responds confidently to student inquiries for	•		2	2		
additional information	0	1	2	3	4	$\binom{5}{2}$
3. speaks about course content with confidence	0	1	2	2	4	(5)
and authority 4. is able to admit error and/or insufficient knowledge	0	1	2	3 3	4	\ <u></u>
5. respects constructive criticism		1	2	3	4 4	(3)
5. respects constructive entitetsin	しり	1	2)	4	5

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Semester (circle one): Fall (Spring) 2008 ____ Co-Teacher's Name Amunda Mundal COURSE NUMBER 41917 SECTION _____ CO__

I. ORGANIZATION	N/A	Need	1s		Doe	s Well
		Impi	roveme	nt		05
 clearly states the goal or objective for the period 	0	1	2	3	4	(5)
reviews prior class material to prepare students for						<u></u>
the content to be covered	0	1	2	3	4	0
3. provides internal summaries and transitions	0	1	2	3	4	(5)
4. summarizes and distills main points at the end of class	0	1	2	3	4	<u>(\$</u>)
5. appears well prepared for class	0	1	2	3	4	Ö
II. PRESENTATION						
1. incorporates various instructional supports like	0	1	2	3	4	(3)
slides, films, diagrams, etc. where needed						•
2. speaks audibly and cleanly, uses no speech fillers,						_
such as ok/um	0	1	2	3	4	(5)
3. communicates a sense of enthusiasm and excitement						_
toward the content	0	1	2	3	4	(<u>\$</u>
4. talks to the class, not the board or windows	0	1	2	3	4	(5)
5. varies the pace and tone to keep students alert	0	1	2	3	4	(5)
6. selects teaching methods appropriate for the content,						(n
for example lecture, exercises, discussion	0	1	2	3	4	5)
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	(3)
responds confidently to student inquiries for						,
additional information	0	1	2	3	4	(5)
3. speaks about course content with confidence						•
and authority	0	1	2	3	4	(g (5)
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>(5)</u>
5. respects constructive criticism	0	1	2	3	4	5)

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

I. ORGANIZATION N/A Needs Does Well Improvement 1. clearly states the goal or objective for the period 0 1 2 3 4 ⑤ 2. reviews prior class material to prepare students for the content to be covered 0 1 2 3 4 ⑥ 3. provides internal summaries and transitions 0 1 2 3 4 ⑥ 4. summarizes and distills main points at the end of class 0 1 2 3 4 ⑥ 5. appears well prepared for class 0 1 2 3 4 ⑥ II. PRESENTATION 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 0 1 2 3 4 ⑥ 3. communicates a sense of enthusiasm and excitement toward the content 0 1 2 3 4 ⑥ 4. talks to the class, not the board or windows 0 1 2 3 4 ⑥ 5. varies the pace and tone to keep students alert 0 1 2 3 4 ⑥
1. clearly states the goal or objective for the period 2. reviews prior class material to prepare students for the content to be covered 3. provides internal summaries and transitions 4. summarizes and distills main points at the end of class 5. appears well prepared for class 6. appears well prepared for class 7. Incorporates various instructional supports like slides, films, diagrams, etc. where needed 7. speaks audibly and cleanly, uses no speech fillers, such as ok/um 7. communicates a sense of enthusiasm and excitement toward the content 7. talks to the class, not the board or windows 7. varies the pace and tone to keep students alert 7. Incorporates various instructional supports like to the class, not the board or windows 8. Improvement 1
1. clearly states the goal or objective for the period 2. reviews prior class material to prepare students for the content to be covered 3. provides internal summaries and transitions 4. summarizes and distills main points at the end of class 5. appears well prepared for class 6. appears well prepared for class 7. incorporates various instructional supports like slides, films, diagrams, etc. where needed 7. speaks audibly and cleanly, uses no speech fillers, such as ok/um 7. communicates a sense of enthusiasm and excitement toward the content 7. talks to the class, not the board or windows 7. varies the pace and tone to keep students alert 7. talks to the class, not the board or windows 7. tal
the content to be covered 3. provides internal summaries and transitions 4. summarizes and distills main points at the end of class 5. appears well prepared for class 6. 1 2 3 4 5 7. appears well prepared for class 7. incorporates various instructional supports like slides, films, diagrams, etc. where needed 7. speaks audibly and cleanly, uses no speech fillers, such as ok/um 7. communicates a sense of enthusiasm and excitement toward the content 8. talks to the class, not the board or windows 7. varies the pace and tone to keep students alert 9. 1 2 3 4 5 9. 1 2 3 4 5 9. 1 2 3 4 5 9. 1 2 3 4 5 9. 2 3 4 5 9. 3 4 5 9. 4 5 9. 4 5 9. 5 5 9. 1 2 3 4 5 9. 5 5 9. 1 2 3 4 5 9. 2 3 4 5 9. 3 4 5 9. 4 5 9. 5 5 9. 2 3 4 5 9. 3 5 9. 3 6 9. 4 6 9. 4 5 9. 4 6 9. 5 6 9. 4 6 9. 5 6 9. 6 7 9. 6 7 9. 7 7 9. 7 8 9. 8 7 9. 8 8 9. 9 8 9
3. provides internal summaries and transitions 4. summarizes and distills main points at the end of class 5. appears well prepared for class 6 1 2 3 4 5 II. PRESENTATION 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 6 1 2 3 4 5 3. communicates a sense of enthusiasm and excitement toward the content 6 1 2 3 4 5 4. talks to the class, not the board or windows 7. varies the pace and tone to keep students alert 7. varies the pace and tone to keep students alert 8. varies the pace and tone to keep students alert 9 1 2 3 4 5 1 2 3 4 5 1 3 4 5 1 5 3 4 5 1 5 5 5 5 1 5 5 5 5 5 5 5 1 5 5 5 5
5. appears well prepared for class II. PRESENTATION 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 3. communicates a sense of enthusiasm and excitement toward the content 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 0 1 2 3 4 5 5 5
II. PRESENTATION 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 3. communicates a sense of enthusiasm and excitement toward the content 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 1. incorporates various instructional supports like on 1 2 3 4 5 5 6 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 3. communicates a sense of enthusiasm and excitement toward the content 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 0 1 2 3 4 5 4 5
slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 3. communicates a sense of enthusiasm and excitement toward the content 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 2. speaks audibly and cleanly, uses no speech fillers, 0 1 2 3 4 5 5 5 7 7 8 7 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9
such as ok/um 3. communicates a sense of enthusiasm and excitement toward the content 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 0 1 2 3 4 5 4 5 5 2 3 4 5
toward the content 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 0 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
5. varies the pace and tone to keep students alert 0 1 2 3 4 5
5. varies the pace and tone to keep students alert 0 1 2 3 4 5
of factor and passed and the interpretation a
6. selects teaching methods appropriate for the content,
for example lecture, exercises, discussion 0 1 2 3
III. CREDIBILITY AND CONTROL
1. appears comfortable and competent with the content 0 1 2 3 4 5
2. responds confidently to student inquiries for additional information 0 1 2 3 4 6
3. speaks about course content with confidence
and authority 4. is able to admit error and/or insufficient knowledge 0 1 2 3 4 5 1 2 3 4 5 2 3 5
5. respects constructive criticism 0 1 2 3 4 5

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 200 Co-Teacher's Name

COURSE NUMBER 217 SECTION C							
1. ORGANIZATION	N/A	Nee	ds roveme	Does Well			
 clearly states the goal or objective for the period reviews prior class material to prepare students for 	0	1	2	3	4	5 .	
the content to be covered	0	1	2	3	4	. 5	
3. provides internal summaries and transitions	0	1	2	3	4	. 5	
4. summarizes and distills main points at the end of class	0	1	2	3	4	5	
5. appears well prepared for class	0	l	2	3	4	5 5	
ll. PRESENTATION						•	
 ineorporates various instructional supports like slides, films, diagrams, etc. where needed speaks audibly and cleanly, uses no speech fillers, 	0	1	2	3	4	5	
such as ok/um 3. communicates a sense of enthusiasm and excitement	0	1	2	3	4	5	
toward the content	0	1	2	3	4	5	
4. talks to the class, not the board or windows	0	1	2	3	4	5	
5. varies the pace and tone to keep students alert6. selects teaching methods appropriate for the content,	0	1	2	3	4	5	
for example lecture, exercises, discussion	0	1	2	3	4	5	
III. CREDIBILITY AND CONTROL							
 appears comfortable and competent with the content responds confidently to student inquiries for 	0	1	2	3	4	\int_{5}	
additional information 3. speaks about course content with confidence	0	1	2	3	4	5	
and authority	0	1	2	3	4	5	
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	5	
5. respects constructive criticism	0	1	2	3	4	5	

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Seinester (circle one): Fall Spring 2005_____ Co-Teacher's Name_Amada Munique COURSE NUMBER PN 317SECTION 000 I. ORGANIZATION N/A Needs Does Well Improvement 1. clearly states the goal or objective for the period 0 5 2. reviews prior class material to prepare students for the content to be covered 0 5 2 3 3 5 3. provides internal summaries and transitions 0 2 5 4. summarizes and distills main points at the end of class 0 5. appears well prepared for class II. PRESENTATION 1. incorporates various instructional supports like 0 2 slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 0 3. communicates a sense of enthusiasm and excitement 2 2 2 toward the content 0 4. talks to the class, not the board or windows 0 5. varies the pace and tone to keep students alert 6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion 2 0 CREDIBILITY AND CONTROL 1. appears comfortable and competent with the content 0 5 2. responds confidently to student inquiries for additional information 0 5 3. speaks about course content with confidence 2 3 2 3 5 and authority 0 5 4. is able to admit error and/or insufficient knowledge 0 5. respects constructive criticism

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each hehavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall (Spring 200 Co-Teacher	's Name_		$\mathbb{I}_{[X,X]} \mathcal{A}$ (
COURSE NUMBER 317 SECTION SOU			•					
I. ORGANIZATION	N/A	Nec			Does We			
	^		provemen		11.	_		
clearly states the goal or objective for the period reviews prior class material to prepare students for	0	1	2	3	9	5		
the content to be covered	0	1	2	3	4	5		
3. provides internal summaries and transitions	0	1	2	3 .	4	5		
4. summarizes and distills main points at the end of class	0	1	2 2 2 2	30	4	5 5 5 5		
5. appears well prepared for class	0	1	2	3 3 3 3	4	5		
II. PRESENTATION								
incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5		
 speaks audibly and cleanly, uses no speech fillers, such as ok/um 	0		0	2		-		
	0	1	2	3	4	5		
3. communicates a sense of enthusiasm and excitement	0	,	2	2		_		
toward the content	0	1	2 2	3 3 3	4 <	5		
4. talks to the class, not the board or windows	0	1	2	3	4.	5		
5. varies the pace and tone to keep students alert	0	1	2	.3	4	5		
6. selects teaching methods appropriate for the content,			_			_		
for example lecture, exercises, discussion	0	1	2	3 >	4	5		
III. CREDIBILITY AND CONTROL								
1. appears comfortable and competent with the content	0	1	2	3	4	5		
2. responds confidently to student inquiries for								
additional information	0	1	2	3 ·	4	5		
3. speaks about course content with confidence								
and authority	0	1	2	3.`	4	5		
4. is able to admit error and/or insufficient knowledge	0	1	2	3 3	4 4	5		
5. respects constructive criticism	0	1	$\frac{2}{2}$	3	4	5		

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 2008 ____ Co-Teacher's Name Hordie COURSE NUMBER POLS 317 SECTION OF O

l. ORGANIZATION	N/A	Need	is	Does Well		
		Impi	oveme	nt		
1. clearly states the goal or objective for the period	0	1	2	3	4	(5)
reviews prior class material to prepare students for						
the content to be covered	0	1	2	3	4	(5)
provides internal summaries and transitions	0	1	2	3	4	(5)
4. summarizes and distills main points at the end of class	0	1	2	3	4	(5)
5. appears well prepared for class	0	1	2	3	4	(3)
II. PRESENTATION						
1. iucorporates various instructional supports like	0	1	2	3	4	(5)
slides, films, diagrams, etc. where needed						
speaks audibly and cleanly, uses no speech fillers,						
such as ok/um	0	1	2	3	4	(5)
3. communicates a sense of enthusiasm and excitement						~:
toward the content	0	1	2	3	4	(5)
4. talks to the class, not the board or windows	0	1	2	3 3 3	4	(5)
5. varies the pace and tone to keep students alert	0	1	2	3	4	(5
6. selects teaching methods appropriate for the content,						, .
for example lecture, exercises, discussion	0	1	2	3	4	(5)
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	Cs
2. responds confidently to student inquiries for						,
additional information	0	l	2	3	4	5
speaks about course content with confidence						- ,-
and authority	0	1	2	3	4	(3/
4. is able to admit error and/or insufficient knowledge	0	1	2	3 3	4	75
5. respects constructive criticism	0	1	2	3	4	(5)

Semester (circle one): Fall Spring 200

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Co-Teacher's Name

Semester (circle one): Fall Spring 200 Co-Teacher	's Name_			<u> </u>				
COURSE NUMBERSECTIONOO								
1. ORGANIZATION	N/A	Nee	Needs			Does Well		
		Improvement				.~		
 clearly states the goal or objective for the period 	0	1	2	3	4	15		
2. reviews prior class material to prepare students for								
the content to be covered	0	1	2	3	4	5		
3. provides internal summaries and transitions	0	1	2	3	4	5		
4. summarizes and distills main points at the end of class	0	1	2	3	4)	5		
5. appears well prepared for class	0	1	2	3	4	5 5 5 5		
II. PRESENTATION								
incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	.5		
2. speaks audibly and cleanly, uses no speech fillers,								
such as ok/um	0	1	2	3	4	5		
3. communicates a sense of cnthusiasm and excitement	v	1	2	J	4			
toward the content	0	1	2	3	4	5		
4. talks to the class, not the board or windows	Ö	1	2	3	4	7.5		
5. varies the pace and tone to keep students alert	0	1	2	3	4	(5 5		
6. selects teaching methods appropriate for the content,	U	1	2	J	₹)		
for example lecture, exercises, discussion	0	1	2	3	4	5		
III. CREDIBILITY AND CONTROL								
 appears comfortable and competent with the content responds confidently to student inquiries for 	0	1	2	3	4	5		
additional information	0	1	2	3	4	(5		
3. speaks about course content with confidence	-	-	-	-	·	~		
and authority	0	1	2	3	4	5		
4. is able to admit error and/or insufficient knowledge	⊙	1		3	4			
5. respects constructive criticism	9	1	2 2	3	4	5 5		
o. Appare committee of a committee	J	•	_		•	_		

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 2009 Co-Teacher's Name Arran Course NUMBER 317 SECTION OF O

I. ORGANIZATION	N/A	A Needs			Does We		
		Impi	roveme	nt			
 clearly states the goal or objective for the period 	0	1	2	3	4	(5)	
reviews prior class material to prepare students for							
the content to be covered	0	1	2	3	4	5.5.5	
3. provides internal summaries and transitions	0	1	2	3	4	5	
4. summarizes and distills main points at the end of class	0	1	2	3	4	.5	
5. appears well prepared for class	0	1	2	3	4	5`	
II. PRESENTATION							
1. incorporates various instructional supports like	0	1	2	3	4	<u>(5</u>	
slides, films, diagrams, etc. where needed							
speaks audibly and cleanly, uses no speech fillers,							
such as ok/um	0	1	2	3	4	(5)	
3. communicates a sense of enthusiasm and excitement							
toward the content	0	1	2	3	4	(5)	
4. talks to the class, not the board or windows	0	1	2	3 3	4	ું દ્	
5. varies the pace and tone to keep students alert	0	1	2	3	4	(5)	
6. selects teaching methods appropriate for the content,							
for example lecture, exercises, discussion	0	1	2	3	4	5	
III. CREDIBILITY AND CONTROL							
1. appears comfortable and competent with the content	0	1	2	3	4	(5)	
2. responds confidently to student inquiries for						<i></i> .	
additional information	0	1	2	3	4	⁽ 5)	
speaks about course content with confidence						`-	
and authority	0	1	2	3	(4 [\]	5	
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	5 `	
5. respects constructive criticism	0	1	2	3	4	5	

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Semester (circle one): Fall Spring 200 8 Co-Teacher's Name Amondo Novel COURSE NUMBER 3 \ 7 SECTION

I. ORGANIZATION		Nec	ds	Does Well		
		Imp	roveme			
1. clearly states the goal or objective for the period	0	1	2	3	4	3
2. reviews prior class material to prepare students for			_	_		G
the content to be covered	0	1	2	3	4	<u> </u>
3. provides internal summaries and transitions	0	1	2	3	4	(5) (5)
4. summarizes and distills main points at the end of class	0	1	2	3	4	(5)
5. appears well prepared for class	0	1	2	3	4	<u>5</u>
II. PRESENTATION						
1. incorporates various instructional supports like	0	1	2	3	4	3
slides, films, diagrams, etc. where needed						
2. speaks audibly and cleanly, uses no speech fillers,						
such as ok/um	0	1	2	3	4	<u>(3</u>
3. communicates a sense of enthusiasm and excitement						
toward the content	0	1	2	3	4	3
4. talks to the class, not the board or windows	0	1	2	3	4	-5
5. varies the pace and tone to keep students alert	0	1	2	3 3	4	<u>(5</u>
6. selects teaching methods appropriate for the content,		-		-		
for example lecture, exercises, discussion	0	1	2	3	4	(5)
ior example restate, exercises, distribution	O	•	-		•	<u></u>
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	·-5
2. responds confidently to student inquiries for						
additional information	0	1	2	3	4	1.5
3. speaks about course content with confidence		_	_			_
and authority	0	1	2	3	4	[⊆] 5`
4. is able to admit error and/or insufficient knowledge	ő	1	2	3	4	(- 5
5. respects constructive criticism	0	1	2	3	4	(5 (3)
J. respects constituente enticism	U	1	4)	7	~~,

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Semester (circle one): Fall (Spring 200 \(\sum_{\text{co-Teacher's Name}} \)		$\Delta_{\mathcal{N}}$	iav de	Mu.	dic	
COURSE NUMBER 317 SECTION 0 00		-1				
I. ORGANIZATION	N/A	Need	is ovemer	nt	Do	es Well
1 clearly states the goal or objective for the period 2. reviews prior class material to prepare students for	0	1	2	3	4	(5)
the content to be covered	0	1	2	3	4	(5)
3. provides internal summaries and transitions	0	1	2	3 3	4	$\frac{5}{2}$
4. summarizes and distills main points at the end of class	0	1	2		4	$\langle \mathcal{S} \rangle$
5. appears well prepared for class	0	1	2	3	4	(5)
II. PRESENTATION						
 incorporates various instructional supports like slides, films, diagrams, etc. where needed 	0	1	2	3	4	5
speaks audibly and cleanly, uses no speech fillers, such as ok/um communicates a sense of enthusiasm and excitement	0	1	2	3	4	3
toward the content	0	1	2	3	4	(5)
4. talks to the class, not the board or windows	ŏ	ì	2	3	4	(3)
5. varies the pace and tone to keep students alert	0	1	2	(3)	4	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3		5
for example feeture, exercises, discussion	U	1	2	3	رف)
III. CREDIBILITY AND CONTROL						
 appears comfortable and competent with the content responds confidently to student inquiries for 	0	1	2	3	4) 5
additional information	0	1	2	3	4	5
 speaks about course content with confidence and authority 	0	1	2	(3)	4	5
4. is able to admit error and/or insufficient knowledge	ŏ	ì	2	3	4	(5)
5. respects constructive criticism	0	1	2 2	3	4	(5)

Semester (circle one): Fall (Spring 200 8 Co-Teacher's Name Much

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COURSE NUMBER 10 517 SECTION 000 Needs I. ORGANIZATION N/A Does Well Improvement 1. clearly states the goal or objective for the period 0 2 2. reviews prior class material to prepare students for the content to be covered 0 2 2 3. provides internal summaries and transitions 0 4. summarizes and distills main points at the end of class 0 5. appears well prepared for class 1 0 II. PRESENTATION د 5 ء 1. incorporates various instructional supports like 0 1 2 3 slides, films, diagrams, etc. where needed 2. speaks audibly and cleanly, uses no speech fillers, such as ok/um 0 1 3. communicates a sense of enthusiasm and excitement toward the content 0 4. talks to the class, not the board or windows 5. varies the pace and tone to keep students alert 6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion 0

III. CREDIBILITY AND CONTROL

1. appears comfortable and competent with the content	0	1	2	3	4	5
responds confidently to student inquiries for additional information	0	1	2	3	4	Ģ
3. speaks about course content with confidence						٠,
and authority	0	1	2	3	4	5
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	. <u>5</u> `
5. respects constructive criticism	0	1	2	3	4	3

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 200 \(\int \) Co-Teacher's Name \(\int \) WVA \(\int \)

COURSE NUMBER 317 SECTION 000	_	<u>, , , , , , , , , , , , , , , , , , , </u>				
I. ORGANIZATION	N/A	Nee		Does Well		
		Imp	rovemei	nt		_
 clearly states the goal or objective for the period reviews prior class material to prepare students for 	0	l	2	3	4	(5)
the content to be covered	0	1	2	3	4	(5)
3. provides internal summaries and transitions	0	l	2	3	4	(5)
4. summarizes and distills main points at the end of class	0	l	2 2	3 3	4	(3)
5. appears well prepared for class	0	1	2	3	4	(5)
II. PRESENTATION						
incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	(3)
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	4	(5)
3. communicates a sense of enthusiasm and excitement	v	-	_	•	•	3
toward the content	0	1	2	3	4	(5)
4. talks to the class, not the board or windows	0	l	2	3	4	(5)
5. varies the pace and tone to keep students alert	0	l	2	3	4	(3)
•	U	1	2	3	4	32
selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	5
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	l	2	3	4	(5)
2. responds confidently to student inquiries for additional information	0	1	2	3	4	(5)
3. speaks about course content with confidence						
and authority	0	l	2	3	4	<i>(</i> 5)
4. is able to admit error and/or insufficient knowledge	Ŏ	1	2	3	4	(3)
5. respects constructive criticism	ŏ	1	2	3	4	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
Top ton commence a strategic	•	-	~	_	-	-

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 2008 Co-Teacher's Name Arwaya Mardie COURSE NUMBER Pos 317 SECTION 000

I. ORGANIZATION	N/A	Nee	ds	Does Well		
		Imp	roveme			
 clearly states the goal or objective for the period reviews prior class material to prepare students for 	0	1	2	3	4	(5)
the content to be covered	0	1	2	3	4	3
3. provides internal summaries and transitions	0	1	2		4	(3)
4. summarizes and distills main points at the end of class	0	1	2 2	3 3	4	5
5. appears well prepared for class	0	1	2	3	4	<u>,75</u>
II. PRESENTATION						
1. incorporates various instructional supports like	0	Ι	2	3	4	3
slides, films, diagrams, etc. where needed						
speaks audibly and cleanly, uses no speech fillers,						~
such as ok/um	0	1	2	3	4	(5)
3. communicates a sense of enthusiasm and excitement					<i>11</i> ²	
toward the content	0	1	2	3	4	5
4. talks to the class, not the board or windows	0	I	2 2 2	3	4	5 (5 5
5. varies the pace and tone to keep students alert	0	1	2	(3)	4	5
6. selects teaching methods appropriate for the content,				_	.3:_	
for example lecture, exercises, discussion	0	1	2	3	4	5
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	(3)
2. responds confidently to student inquiries for						
additional information	0	1	2	3	4	5
3. speaks about course content with confidence					_	
and authority	0	1	2	3	4	(5)
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	5
5. respects constructive criticism	0	1	2	3	4	3

Please include additional comments or specific examples below:

OD CLASSICATIONS

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 2008 Co-Teacher's Name Annue Mandre

COURSE NUMBER 317 SECTION OF ONE

I. ORGANIZATION	N/A	Need	ls ovemer	Does Well		
 clearly states the goal or objective for the period reviews prior class material to prepare students for 	0	1	2	3	4	(3)
the content to be covered	0	1	2	3	4	G
3. provides internal summaries and transitions	0	1	2	3	4	B
4. summarizes and distills main points at the end of class	0	1	2		4	Ġ
5. appears well prepared for class	0	1	2	3 3	4	6
II. PRESENTATION						
incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	(G)
2. speaks audibly and cleanly, uses no speech fillers,						T.
such as ok/um	0	1	2	3	4	نر 5)
3. communicates a sense of enthusiasm and excitement	0		2	2		(I)
toward the content	0	1	2	3	4	(/
4. talks to the class, not the board or windows	0	1	2 2	3 3	4	\mathcal{S}
5. varies the pace and tone to keep students alert	0	1	2	3	4	(3)
6. selects teaching methods appropriate for the content,	0	1	2	2		8
for example lecture, exercises, discussion	0	1	2	3	4	(3)
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	(5)
responds confidently to student inquiries for additional information	0	1	2	3	4	(E)
	U	1	Z	3	4	(3)
speaks about course content with confidence and authority	0	1	2	3	4	1/21
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	43
5. respects constructive criticism	0	1	2	3	4	45
5. Tespects constituent of interstit	U	1	2	,	•	\odot

Please include additional comments or specific examples below:

Amanda was great!

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A)to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 200 8 Co-Teacher's Name Amanda Murdie COURSE NUMBER 317 SECTION 601

I. ORGANIZATION	N/A	Nee		t	Does	Well
1. clearly states the goal or objective for the period	0	1111p	roveme 2	3	4	5
reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	5
3. provides internal summaries and transitions	0	1	2	3	4	5 5
4. summarizes and distills main points at the end of class	0	1	2		<u>(4)</u>	5
5. appears well prepared for class	0	1	2	3	4	5 5
11. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5
 speaks audibly and cleanly, uses no speech fillers, such as ok/um 	0	1	2	(3	4	5
3. communicates a sense of enthusiasm and excitement	U	1	2	٢	7	J
toward the content	0	1	\bigcirc	3	4	5
4. talks to the class, not the board or windows	ő	1	$\binom{5}{2}$	3	4	5 5 5
5. varies the pace and tone to keep students alert	0	1	2	(3)	4	5
6. selects teaching methods appropriate for the content,					_	
for example lecture, exercises, discussion	0	1	2	3	4	5
III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	(3)	4	5
2. responds confidently to student inquiries for					·	
additional information	0	1	2	3	4)	5
3. speaks about course content with confidence	•		_	_		_
and authority	0	1	2	(3)	4	5
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4.3	5
5. respects constructive criticism	0	1	2	(3")	4	5

Please include additional comments or specific examples below:

s examples relevant to student experiences	N/A	Nec Imp	eds proveme	ent	Do	es Wel	2
ld course content	0		_			6	~
tes text material into class presentations	0	1	2	3	4	5	
s views other than own when appropriate	0	1	2 2 2	3	4	600	
is difficult terms, concepts or problems in	0	1	2	3	4	5	
ore than one way	0		•				
the course to help diverse groups of students	0	1	2	3	4	©	
s background of ideas and concepts	0	1	2	3	4	Ġ	
s up-to-date developments in the field							
nere appropriate	0	7	_	•		0	
organizes and explains assignments	0 0	1	2 2	3 3	4 4	(3)	
TERACTION AND RAPPORT							
udents enough time to respond to questions	0	1	2	3	1	Cs	
s to wrong answers constructively	0	1	2 2 2	3	4	G	
ample time for questions	0	î	2	3 3	4	5	
iges students to respond to each other's	Ü		2	,	7	(3) (3)	
estions	0	1	2	3	4	9	
verse points of view	Ö	1	2 2	3	4	3	
ant thought and participation	ő	Ì	2	3	4	999	
onds constructively to	•	-	-	-			
ns	0	1	2	3	4	5	
equitably	0	1	2		4	(Sep 6)	
ts do not understand	0	1	2 2	3	4	50	
pproaches to learning	0	1	2	3	4	(5)	
oproaches to learning	O	1	2	2	4		

r specific examples below.

edibly helpful and available for extrahelp she was also a compelling and self just as contribered in her abilities HELLERT IN the class when she or saus a Overall perenomenal

(circle best answer)

B C D F

Kenu (Magna Publications.

IV. CONTENT	N/A	Nee	ds roveme	Does Well			
1. selects examples relevant to student experiences		т.гр		.,.			
and course content	0	1	2	3	4	\$	
2. integrates text material into class presentations	0	1	2 2 2	3 3 3	4	3	
3. presents views other than own when appropriate	0	1	2	3	4	6	
4. explains difficult terms, concepts or problems in							
more than one way	0	1	2	3	4	G	
5. tailors the course to help diverse groups of students	0	1	2 2	3 3	4	(국)	
6. presents background of ideas and concepts						•	
7. presents up-to-date developments in the field							
where appropriate	0	1	2	3	4	3	
8. clearly organizes and explains assignments	0	1 1	2 2	3	4	3	
. INTERACTION AND RAPPORT							
gives students enough time to respond to questions	0	1	2	3	4	G	
. responds to wrong answers constructively	0	1	2 2 2	3 3 3	4	G G	
3. allows ample time for questions	0	1	2	3	4	5	
4. encourages students to respond to each other's							
questions	0	1	2	3	4	3	
5. respects diverse points of view	0	1	2 2 2	3 3 3	4	999	
6. requires student thought and participation	0	1	2	3	4	3	
7. solicits and responds constructively to							
student opinions	0	1	2	3	4	5	
8. treats class members equitably	0	1	2	3	4	3	
9. recognizes when students do not understand	0	1		3	4	9889	
10. acknowledges different approaches to learning	0	1	2 2	3 3	4	(5)	

Ms. Murdre was muredily helpful and available for extrahelp theoryholt the course. She was also a compelling and thoughtful lecturer I felt just as contribent in her abilities to maintain the level of intellect in the class when she lectured as I did with lov. Paul : Overall penenomens!

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

A B C D F

2. Overall what letter grade would you give this course?

(A B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications 1988).

IV.	CONTENT	N/A	Nee Imp	ds roveme	nt	Doe	es Well
 sel 	ects examples relevant to student experiences						
	and course content	0	1	2	3	4	(_5)
2. int	egrates text material into class presentations	0	1	2 2	3	4	(5)
3. pre	esents views other than own when appropriate	0	1	2	3	4	(5)
4. exp	plains difficult terms, concepts or problems in						
	more than one way	0	1	2 2	3 3	4	5
5. tai	lors the course to help diverse groups of students	0	1	2	3	4	(5)
5. pre	esents background of ideas and concepts						
7. pre	esents up-to-date developments in the field						
	where appropriate	0	1	2	3	4	5
8. cle	early organizes and explains assignments	0	1	2	3	4	(5)
V.	INTERACTION AND RAPPORT						
l. giv	ves students enough time to respond to questions	0	1	2	3	4	(5)
~	sponds to wrong answers constructively	0	1	2 2	3 3	4	(3)
	ows ample time for questions	0	1	2	3	4	(5)
	courages students to respond to each other's						
	questions	0	1	2	3	4	3
5. res	spects diverse points of view	0	1	2	3	4	(5)
	quires student thought and participation	0	1	2	3	4	(5)
	licits and responds constructively to						
	student opinions	0	1	2	3	4	(5)
8. tre	ats class members equitably	0	1	2	3	4	5
	cognizes when students do not understand	0	1	2	3	4	(5)
	cknowledges different approaches to learning	0	1	2	3	4	5
						1	

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

ABCDF

2. Overall what letter grade would you give this course?

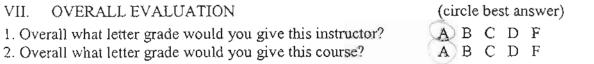
Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

tv. Continu	11/7	Imp	us roveme	nt	Does	, 44 CH	
1. selects examples relevant to student experiences							
and course content	0	1	2	3	4	5	
2. integrates text material into class presentations	0	1	2	3 3 3	4	5	
3. presents views other than own when appropriate4. explains difficult terms, concepts or problems in	0	1	2	3	1	5	
more than one way	0	1	2	3	4	(3)	
5. tailors the course to help diverse groups of students	0	1	2	3	4	5	
presents background of ideas and concepts							
7. presents up-to-date developments in the field						-	
where appropriate	0	1	2 2	3	4	(5)	
8. clearly organizes and explains assignments	0	1	2	3	4	5	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	5	
2. responds to wrong answers constructively	0	1	2	3 3	4	5	
3. allows ample time for questions	0	1	2	3	4	5	
4. encourages students to respond to each other's							
questions	0	1	2	3	4	5	
5. respects diverse points of view	0	1	2	3	4	5	
6. requires student thought and participation	0	1	2	3	4	5	
7. solicits and responds constructively to					_	1	
student opinions	0	1	2	3	4	5	
8. treats class members equitably	0	1	2	3	4	(5)	
9. recognizes when students do not understand	0	1	2	3	(4)	5	
10. acknowledges different approaches to learning	0	1	2	3	(4)	5	

N/A Needs

Does Well

Please include additional comments or specific examples below.



Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

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CONTENT

IV.	CONTENT	N/A	Need Impro	s ovemei	nt	Doe	es Well
1. sel	ects examples relevant to student experiences						2
	and course content	0	1	2 2	3	4	(5)
	egrates text material into class presentations	0	l	2	3 3 3	4	(5)
3. pre	esents views other than own when appropriate	0	1	2	3	4	(3)
4. exp	plains difficult terms, concepts or problems in						_
	more than one way	0	1	2	3 3	4	(5)
5. tail	lors the course to help diverse groups of students	0	1	2	3	4	(5)
5. pre	esents background of ideas and concepts						
7. pre	esents up-to-date developments in the field						-
	where appropriate	0	1	2 2	3 3	4	3
8. cle	arly organizes and explains assignments	0	1	2	3	4	3
V.	INTERACTION AND RAPPORT						
l. giv	es students enough time to respond to questions	0	1	2	3	4	(3)
2. res	ponds to wrong answers constructively	0	1	2	3 3	4	(5)
3. allo	ows ample time for questions	0	1 111	2	3	4	3
4. end	courages students to respond to each other's						
	questions	0	1	2	3	4	5
5. res	pects diverse points of view	0	1	2	3	4	5-
	puires student thought and participation	0	1	2	3	4	33
,	icits and responds constructively to						
	student opinions	0	1	2	3	4	(5)
8. tre	ats class members equitably	0	1	2	3	4	(5)
	ognizes when students do not understand	0	1	2	3	4	50
	cknowledges different approaches to learning	0	I	2	3	4	5

the is extremely knowledgable,

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDI

ABCDE

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988)

selects examples relevant to student experiences							
and course content	0	1	2	3	4	5	
2. integrates text material into class presentations	0	1	2 2 2	3	4	5 5 5	
3. presents views other than own when appropriate	0	1	2	3:>	4	5	
4. explains difficult terms, concepts or problems in							
more than one way	0	1 1	2 2	30	4	5 5	
5. tailors the course to help diverse groups of students	0	1	2	30 3)	4	5	
presents background of ideas and concepts							
7. presents up-to-date developments in the field							
where appropriate	0	1	2 2	3	4	5	
8. clearly organizes and explains assignments	0	1	2	3,	4	5	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	5	
2. responds to wrong answers constructively	0	1	2 2 2	3	4	5 5	
3. allows ample time for questions	0	1	2	3-	4	5	
4. encourages students to respond to each other's							
questions	0	1	2	3	4	5	
5. respects diverse points of view	0	1	2 2	3	4	5	
6. requires student thought and participation	0	1	2	3	4	5	
7. solicits and responds constructively to							
student opinions	0	1	2	(3	4	5	
8. treats class members equitably	0	1	2	3	4	5	
9. recognizes when students do not understand	0	1	2 2 2	3	4	5	
10. acknowledges different approaches to learning	0	1	2	3	4	5	

N/A

Needs

Does Well

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION (circle best answer)

ABCDF 1. Overall what letter grade would you give this instructor? ABCDF

2. Overall what letter grade would you give this course?

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

ſV.

CONTENT

	1472	Imp	roveme	nt	Doc	3 47 011
1. selects examples relevant to student experiences						
and course content	0	1	2	3	40	5
2. integrates text material into class presentations	0	1	2 2	3 3 3	4	5 5 5
3. presents views other than own when appropriate	0	1	2	3	(4)	5
4. explains difficult terms, concepts or problems in						
more than one way	0	1	2	3	4	5 5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
presents background of ideas and concepts						
7. presents up-to-date developments in the field						
where appropriate	0	1	2 2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3 3	1	5
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	(5)
2. responds to wrong answers constructively	0	1	2 2 2	3 3 3	4)	5
3. allows ample time for questions	0	1	2	3	4	(5)
4. encourages students to respond to each other's						
questions	0	1	2	3	4	(5)
5. respects diverse points of view	0	1	2 2	3	4	(5)
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to					_	
student opinions	0	1	2	3	(D)	5
8. treats class members equitably	0	1	2	(3)	4	5 5 5
9. recognizes when students do not understand	0	1	2	3	4	
10. acknowledges different approaches to learning	0	1	2	(3)	4	5



(circle best answer)

1. Overall what letter grade would you give this instructor?

ABCDF

N/A Needs

Does Well

2. Overall what letter grade would you give this course?

A B C D I

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988)

ſV.

CONTENT

IV. CONTENT	N/A	Nee Imp	ds roveme	nt	Doe	s Well
1. selects examples relevant to student experiences		•				2
and course content	0	1	2	3	4	(5)
2. integrates text material into class presentations	0	l	2 2 2	3	4	5
presents views other than own when appropriate explains difficult terms, concepts or problems in	0	1	2	3	4	5
more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students 6. presents background of ideas and concepts 7. presents up-to-date developments in the field	0	1	2 2	3	4	5
where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2 2	3	4 4	5
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	5
2. responds to wrong answers constructively	0	1	2 2 2	3	4	5
3. allows ample time for questions	0	1	2	3	4	5
4. encourages students to respond to each other's						
questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2 2 2	3 3	4	5
6. requires student thought and participation	0	1	2	3	4	5 5
7. solicits and responds constructively to				-		
student opinions	0	1	2	3	4	5
8. treats class members equitably	0	1	2 2 2 2		4	
9. recognizes when students do not understand	0	1	2	3	4	5 5
10. acknowledges different approaches to learning	0	1	2	3 3 3	4	5
	-		_	-	•	1

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

A B C D F A B C D F

Developed with guidelines from How Am I Teaching? by M. Weirner, J.L. Parrett. M- Kenu (Magna Publications, 1988).

(V. CONTENT	N/A	Needs Impro	vement	i.	Does	Well	
1. selects examples relevant to student experiences						_	
and course content	0	1	2	3	4	<u>(3)</u>	
2. integrates text material into class presentations	0	1	2 2	3 3	(4)	5	
3. presents views other than own when appropriate	0	1	2	3	4	(3)	
4. explains difficult terms, concepts or problems in)	
more than one way	0	1	2	3	4	(5)	
5. tailors the course to help diverse groups of students	0	1	2	3	4	3	
5. presents background of ideas and concepts							· · · · · · · · · · · · · · · · · · ·
7. presents up-to-date developments in the field						(\mathfrak{S})	5-W122111A
where appropriate	0	1	2	3	4	(5)	z-missing scores
8. clearly organizes and explains assignments	0	1	2 2	3	4	\$	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	(5)	
2. responds to wrong answers constructively	0	1	2 2 2	3	(1)	5	
3. allows ample time for questions	0	1	2	Ŕ	4	5 5	
4. encourages students to respond to each other's	V	1	L	9	4	5	
questions	0	1	2	2	4	(S)	
5. respects diverse points of view	0	l	2 2 2	3	4	\sim	
6. requires student thought and participation	0	1	2	2	4		
7. solicits and responds constructively to	U	1	2	3	4	(3)	
- · · · · · · · · · · · · · · · · · · ·	^		^	2		(2)	
student opinions	0	1	2 2 2	3	4	3	
8. treats class members equitably	0	1	2	3	4		
9. recognizes when students do not understand	0	1		3	4	\&\	
10. acknowledges different approaches to learning	0	1	2	3	4	(5)	

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDI

Ā∫ВС D 1

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

V. CONTENT	N/A	Needs Improvement			Does Well		
1. selects examples relevant to student experiences		1	_	2	,	65	
and course content	0	Ţ	2	3	4	<u> </u>	
integrates text material into class presentations	0	1	2 2 2	3	4	(5)	
3. presents views other than own when appropriate	0	1	2	3	4	(5)	
4. explains difficult terms, concepts or problems in			_			(à	
more than one way	0	1	2	3	4	(3)	
5. tailors the course to help diverse groups of students	0	1	2	3	4	(5)	
presents background of ideas and concepts							
7. presents up-to-date developments in the field							
where appropriate	0	1	2 2	3 3	4	ð)	
8. clearly organizes and explains assignments	0	1	2	3	4	0	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	(3)	
2. responds to wrong answers constructively	0	1	2 2 2	3 3 3	4	(5)	
3. allows ample time for questions	0	1	2	3	4	(5)	
4. encourages students to respond to each other's							
questions	O	1	2	3	4	6	
5. respects diverse points of view	0	1	2	3	4	(5)	
6. requires student thought and participation	0	1	2	3	4	(3)	
7. solicits and responds constructively to							
student opinions	0	1	2	3	4	(5)	
8. treats class members equitably	0	1	2 2		4	(3)	
9. recognizes when students do not understand	0	1	2	3	4	(3)	
10. acknowledges different approaches to learning	0	1	2	3	4	D	

Amanda was fantastic! A great lecturer, very knowledegroble and tetremely approachable Fabulous job!!

VII. OVERALL EVALUATION

or?

1. Overall what letter grade would you give this instructor?

A) BCD1

(circle best answer)

2. Overall what letter grade would you give this course?

A B C D I

ſ٧.	CONTENT	N/A		Needs Improvement			Does Well		
1. selec	cts examples relevant to student experiences						1		
	and course content	0	1	2	3	4	(5)		
2. integ	grates text material into class presentations	0	1	2	3	4	(5)		
	ents views other than own when appropriate	0	1	2	3	4	(5)		
^	ains difficult terms, concepts or problems in								
•	more than one way	0	1	2	3	4	(5)		
5. tailo	ors the course to help diverse groups of students	0	1	2	3	4	(5)		
	ents background of ideas and concepts								
_	ents up-to-date developments in the field								
•	where appropriate	0	1	2	3	4	(3)		
8. clear	rly organizes and explains assignments	0	1	2	3	4	(3)		
V.	INTERACTION AND RAPPORT								
1 give	s students enough time to respond to questions	0	1	2	3	(1)	5		
-	onds to wrong answers constructively	0	1	2	3 3	7	(5)		
	ws ample time for questions	0	1	2	3	R	(3)		
	ourages students to respond to each other's	O	1	4	3	(4)	3		
4. 61,60	questions	0	1	2	2	4	(5)		
5 reen	ects diverse points of view	0	1	2 2	3	4	2		
_	<u>-</u>	0	l	2	3	4	2		
-	ires student thought and participation	U	1	2	3	4	(3)		
7. SOIIC	cits and responds constructively to	0	1	^	2		(5)		
P twood	student opinions	0	1	2	3	4	5		
	s class members equitably	0	Ţ	2	3	4	(3)		
	gnizes when students do not understand	0	i	2	3	4	(2)		
10. ack	cnowledges different approaches to learning	0	1	2	3	4	(5)		

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDF

IV. CONTENT	N/A	Needs Improvement			Does Well			
1. selects examples relevant to student experiences								
and course content	0	1	2	3	(4)	5		
integrates text material into class presentations	0	1	2	3	4	3		
3. presents views other than own when appropriate	0	1	2	3	4	(3)		
4. explains difficult terms, concepts or problems in								
more than one way	0	1	2	3	4	(3)		
5. tailors the course to help diverse groups of students	0	1	2	3	(4)	5		
5. presents background of ideas and concepts								
7. presents up-to-date developments in the field								
where appropriate	0	1	2	3	4	(5)		
8. clearly organizes and explains assignments	0	1	2 2	3	4	(5)		
V. INTERACTION AND RAPPORT								
1. gives students enough time to respond to questions	0	1	2	3	4	(3)		
2. responds to wrong answers constructively	0	1	2 2 2	3	4	(5)		
3. allows ample time for questions	0	1	2	3	4	5		
4. encourages students to respond to each other's		-	_	_	0			
questions	0	1	2	3	4	(5)		
5. respects diverse points of view	0	1	2	3	(4)	5		
6. requires student thought and participation	0	1	2	3	4	(5)		
7. solicits and responds constructively to								
student opinions	0	1	2	3	4	(5)		
8. treats class members equitably	0	1	2	3	×4×	(5)		
9. recognizes when students do not understand	0	1	2	3	4	5		
10. acknowledges different approaches to learning	Õ	1	2	3	4	5		
the results with page and the results of the result	9	1	~	_		()		

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

(A)B C D F

2. Overall what letter grade would you give this course?

ABCDF

IV. CONTENT	N/A		eds provement	Does	Well	
1. selects examples relevant to student experiences		1111	proventent			
and course content	0	1	2 3	1	5	
2. integrates text material into class presentations	0	1	2 3	4	5	
3. presents views other than own when appropriate	0	1	2 3	4	5	
4. explains difficult terms, concepts or problems in		-			5	
more than one way	0	1	2 3	4	5	
5. tailors the course to help diverse groups of students	0	1	2 3	(4)	5	
6. presents background of ideas and concepts	_	-			•	
7. presents up-to-date developments in the field						
where appropriate	0	1	2 3	(4)	5	
8. clearly organizes and explains assignments	0	1	2 3 3) 4	5	
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2 3	4	5	
2. responds to wrong answers constructively	0	1	2 3	> 4	5	
3. allows ample time for questions	0	1	2 3	(4)	5	
4. encourages students to respond to each other's		~	2 0	-		
questions	0	1	2 3	(4)	5	
5. respects diverse points of view	0	1	2 3	4	(5)	
6. requires student thought and participation	Ō	ī	(2) 3	4	5	
7. solicits and responds constructively to	-	_			v	
student opinions	0	1	2 3	> 4	5	
8. treats class members equitably	Ö	1	2 3	4	(5)	
9. recognizes when students do not understand	Ö	1	2 3	> 4	5	
10. acknowledges different approaches to learning	0	1	2 3	5 4	5	
5	•	-	_			

This course tried covering too much in too little time.
This became evident in class by the instructors
resided through sticles taked too guidely.
Think the class would have been more
interesting if different types of media were
Incorporated more although the last voutable victed on
OVERALL EVALUATION (circle best answer) the Copenhagen
Overall what letter grade would you give this instructor?
Overall what letter grade would you give this course?

A BCD F

Overall what letter grade would you give this course?

A BCD F

Overall what letter grade would you give this course?

A BCD F

Overall what letter grade would you give this course? 1. Overall what letter grade would you give this instructor? 2. Overall what letter grade would you give this course?

ſV.	CONTENT N/A Needs Improvement				Do	Does Well			
1. sel	ects examples relevant to student experiences								
	and course content	0	1	2	3	4	(5)		
	egrates text material into class presentations	0	1	2 2	3	4	(5)		
-	sents views other than own when appropriate	0	1	2	3	4	(5)		
4. exp	plains difficult terms, concepts or problems in								
	more than one way	0	1	2 2	3 3	4	(5)		
	ors the course to help diverse groups of students	0	1	2	3	4	(5)		
_	sents background of ideas and concepts								
7. pre	sents up-to-date developments in the field	Ŧ.					_		
	where appropriate	0	1	2 2	3 3	4	(3)		
8. cle	arly organizes and explains assignments	0	1	2	3	4	(5)		
V.	INTERACTION AND RAPPORT								
l. giv	res students enough time to respond to questions	0	1	2	3	4	(\hat{s})		
_	ponds to wrong answers constructively	0	1	2 2	3 3	4	(3)		
	ows ample time for questions	0	1	2	3	4	ð		
	courages students to respond to each other's	_	_	_	_	•	\cup		
	questions	0	1	2	3	4	(5)		
5, res	pects diverse points of view	0	1	2	3	4	8		
	uires student thought and participation	0	1	2	3	4	8		
	icits and responds constructively to	-			_				
	student opinions	0	1	2	3	4	(3)		
8. trea	ats class members equitably	0	1	2	3	4	<u>(3</u>)		
	ognizes when students do not understand	0	1	2	3	4	75)		
	eknowledges different approaches to learning	0	1	2	3	4	B		
							\sim		

VII. **OVERALL EVALUATION**

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

(A) B C D F (A) B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

	Improvement							
1. selects examples relevant to student experiences						-		
and course content	0	1	2	3	4	(3)		
2. integrates text material into class presentations	0	1	2 2 2	3	4	(3)		
3. presents views other than own when appropriate	0	1	2	3	4	(3)		
4. explains difficult terms, concepts or problems in						.03		
more than one way	0	1	2	3	4	(3)		
5. tailors the course to help diverse groups of students	0	1	2	3	4	(5)		
5. presents background of ideas and concepts	C	Ī	2.	2	4	6		
7. presents up-to-date developments in the field				4	-1			
where appropriate	0	İ	2	3	4	(5)		
8. clearly organizes and explains assignments	0	1	2	3	4	5		
V. INTERACTION AND RAPPORT								
1. gives students enough time to respond to questions	0	1	2	3	4	3		
2. responds to wrong answers constructively	0	1	2	3	4	3		
3. allows ample time for questions	0	1	2	3	4	(3)		
4. encourages students to respond to each other's								
questions	0	1	2	3	4	5		
5. respects diverse points of view	0	1	2 2 2	3	4	5 (5) 5		
6. requires student thought and participation	0	1	2	(3)	4	5		
7. solicits and responds constructively to								
student opinions	0	1	2	3	4	6		
8. treats class members equitably	0	1	2	3	4	(3)		
9. recognizes when students do not understand	0	1	2	3	4	(5)		
10. acknowledges different approaches to learning	0	1	2	(3)	4	5		

N/A

Needs

Does Well

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

ABCDF ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988)

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IV. CONTENT	CONTENT N/A Needs Improvement				Does Well		
1. selects examples relevant to student of	-					B	
and course content	0	ì	2	3	4	(5)	
2. integrates text material into class pre		1	2	3 3	4	(5)	
3. presents views other than own when	appropriate 0	1	2	3	4	(5)	
4. explains difficult terms, concepts or j	problems in						
more than one way	0	1	2 2	3	4	5	
5. tailors the course to help diverse grou	ips of students 0	1	2	3	4	(5)	
5. presents background of ideas and con	ncepts						
7. presents up-to-date developments in	the field					200	
where appropriate	0	1	2	3	4	(5)	
8. clearly organizes and explains assign	ments 0	1	2 2	3	4	(5)	
V. INTERACTION AND RAPPO	RT						
1. gives students enough time to respon	d to questions 0	1	2	3	4	(5)	
2. responds to wrong answers construct	•	1	2	3	4	5	
3. allows ample time for questions	0	1	2	3	4	5	
4. encourages students to respond to each	ch other's					100	
questions	0	1	2	3	4	(5)	
5. respects diverse points of view	0	1	2	3	4	(5)	
6. requires student thought and participa	ation 0	1	2	3	4	(5)	
7. solicits and responds constructively t							
student opinions	0	1	2	3	4	(5)	
8. treats class members equitably	0	1	2	3	4	5	
9. recognizes when students do not und	erstand 0	1	2	3	4	(5)	
10. acknowledges different approaches		1	2	3	4	(5)	



VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

A B C D F

A B C D F

IV. CONTENT	N/A	Needs			Does Well		
		Imp	proveme				
1. selects examples relevant to student experiences							
and course content	0	1	2	(3	4	5	
2. integrates text material into class presentations	0	1	2	③ 3 3	4	5 5	
3. presents views other than own when appropriate	0	1	(2)	3	4	5	
4. explains difficult terms, concepts or problems in							
more than one way	0	1	2	3	4	(3)	
5. tailors the course to help diverse groups of studen	nts 0	1	2	3	4	3	
presents background of ideas and concepts							
7. presents up-to-date developments in the field							
where appropriate	0	1	2 2	3	4	3	
8. clearly organizes and explains assignments	0	1	2	3	4	5	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to question	ns 0	1	2	3	4	3	
2. responds to wrong answers constructively	0	1	2	3 3	4	<u>(5)</u>	
3. allows ample time for questions	0	1	2	3	4	Š	
4. encourages students to respond to each other's							
questions	0	1	2	3	4	(5)	
5. respects diverse points of view	0	1	2	3	4	(S) (S) (S)	
6. requires student thought and participation	0	1	2	3	4	Á	
7. solicits and responds constructively to							
student opinions	0	1	2	3	4	5	
8. treats class members equitably	0	1	2	3	4	Š	
9. recognizes when students do not understand	0	1	2	3	4	(5)	
10. acknowledges different approaches to learning	0	1	2	3	4	<u>0000</u>	

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

(A) B C D F

2. Overall what letter grade would you give this course?

ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

IV

	CONTENT	N/A	Needs Impro	vement	;	Does	Well
	its examples relevant to student experiences	0		_	A		
	and course content	0	1	2	(3)	4	5
	grates text material into class presentations	0	1	2 2	3	(4)	5
-	ents views other than own when appropriate	0	1	2	3	4	(5)
-	ains difficult terms, concepts or problems in						
	more than one way	0	1	2 2	3	4	5
5. tailoi	rs the course to help diverse groups of students	0	1	2	3	4	(5)
5. prese	ents background of ideas and concepts						
7. prese	ents up-to-date developments in the field						
-	where appropriate	0	1	2	3	4	(3)
	ly organizes and explains assignments	0	1	2 2	3	4	(5)
V.	INTERACTION AND RAPPORT						
l. gives	s students enough time to respond to questions	0	1	2	3	4	(5)
-	onds to wrong answers constructively	0	1	2	3	4	5 N/A
	vs ample time for questions	0	1	2	3	4	5
	urages students to respond to each other's			2	0	·	
	questions	0	1	2	3	4	3
	ects diverse points of view	0	1	2	3	4	GQ.
-	ires student thought and participation	0	1	2 2 2	3 3	4	9
_	its and responds constructively to		S.	_	•	•	
	student opinions	0	1	2	3	4	(3)
	s class members equitably	Ö	1	2	3	4	(5)
	gnizes when students do not understand	0	1	2 2 2 2	3	4	5 N/A
_	nowledges different approaches to learning	0	1	2	(3)	7 1	5
10. ack	nowledges different approaches to learthing	v	1	2	(3)	4	J

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDF ABCDF

IV. CONTENT	N/A	Needs Improvement		nt	Does Well		
1. selects examples relevant to student experiences		_				(3)	
and course content	0	1	2	3	4	(5)	
2. integrates text material into class presentations	0	1	2 2	3	4	5	
3. presents views other than own when appropriate	0	1	2	3	4	(5)	
4. explains difficult terms, concepts or problems in						46.	
more than one way	0	1	2	3	4	5	
5. tailors the course to help diverse groups of students	0	1	2	3	4	5	
presents background of ideas and concepts							
7. presents up-to-date developments in the field							
where appropriate	0	1	2 2	3	4	(3)	
8. clearly organizes and explains assignments	0	1	2	3	4	(5)	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	(3)	4	5	
2. responds to wrong answers constructively	0	1	2 2	3	(4)	5	
3. allows ample time for questions	0	. 1	2	3	4	(3)	
4. encourages students to respond to each other's			_				
questions	0	1	2	3	4	(3)	
5. respects diverse points of view	0	1	2 2 2	3 3 3	4	3	
6. requires student thought and participation	0	1	2	3	4	(5)	
7. solicits and responds constructively to							
student opinions	0	1	2	3	(4)	5	
8. treats class members equitably	0	1	2	3	4	(5)	
9. recognizes when students do not understand	0	1	2 2 2	3	4	5	
10. acknowledges different approaches to learning	0	i	2	3	4	5	

OVERALL EVALUATION

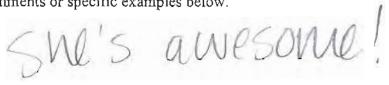
(circle best answer)

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

A B C D F
A B C D F

(V. CONTENT	N/A	Needs Improv	vement		Does V	Well
1. selects examples relevant to student experiences					/	1
and course content	0	1	2	3	4 /	5
2. integrates text material into class presentations	0	1	2 2 2	3 3 3	4	5 \
3. presents views other than own when appropriate	0	1	2	3	4	5
4. explains difficult terms, concepts or problems in					1	
more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
6. presents background of ideas and concepts					/	1
7. presents up-to-date developments in the field						XV
where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2 2	3	4	5
V. INTERACTION AND RAPPORT					1	N
1. gives students enough time to respond to questions	0	1	2	3	4/	5
2. responds to wrong answers constructively	0	1	2 2	3	4/	5
3. allows ample time for questions	0	1	2	3	4	5
4. encourages students to respond to each other's					1	. 1
questions	0	1	2	3	4	5
5. respects diverse points of view	0	1			4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to					1	
student opinions	0	1	2	3	4	5
8. treats class members equitably	0	1	2	3	4	5
9. recognizes when students do not understand	0	1	2		4	5 /
10. acknowledges different approaches to learning	0	1	2 2	3	4	5/



VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDE

	Y			00 11 023	
	unp	roveme	nι		
0	1	2	2	4	(C)
	1	2	3	4	(3)
	ì	2	3	4	5)
0	1	2	3	4	(3)
					~
0	1	2	3	4	(5)
0	1	2	3	4	(5)
0	1	2	3	4	(5)
0	1	2	3	4	(3)
0	1	2	3	4	(5)
0	1	2	3	4	(5)
0	1	2	3	4	(5)
0	1	2	3	4	(5)
0	1	2			5 5
0	1	2	3		(3)
0	Ì	2	3	4	(5)
0	1				5 5
0	1	2			(3)
•	-	2	-		-
		0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1	0 1 2 0 1 2	0 1 2 3 0 <	0 1 2 3 4 0 1 2 3 4

N/A

Needs

Does Well

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

ABCDF ABCDF

2. Overall what letter grade would you give this course?

. M- Kenu (Magna Publications.

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

ſV.

		T				
			roveme	nį		
1. selects examples relevant to student experiences						1-
and course content	0	1	2	3	4	(5)
2. integrates text material into class presentations	0	1	2 2	3	4	(5)
3. presents views other than own when appropriate	0	1	2	3	4	(5)
4. explains difficult terms, concepts or problems in						
more than one way	0	1	2 2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	(5)
presents background of ideas and concepts						
7. presents up-to-date developments in the field						
where appropriate	0	1	2 2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	05
V. INTERACTION AND RAPPORT						
1. gives students enough time to respond to questions	0	1	2	3	4	5
2. responds to wrong answers constructively	0	1	2	3	4	5.
3. allows ample time for questions	0	1	2	3	4	3
4. encourages students to respond to each other's						
questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2 2	3 3	4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to						
student opinions	0	1	2	3	4	5
8. treats class members equitably	0	1	2	3	4	3
9. recognizes when students do not understand	0	1	2	3	4	5
10. acknowledges different approaches to learning	0	1	2	3	4	5

OVERALL EVALUATION VII.

(circle best answer)

1. Overall what letter grade would you give this instructor?

N/A Needs

Does Well

2. Overall what letter grade would you give this course?

A B C D F A B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

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CONTENT	74/12	Improvement			Docs well		
1. selects examples relevant to student experiences							
and course content	0	1	2	3	(4)	5	
integrates text material into class presentations	0	1	2 2	3	(4)	5 5	
3. presents views other than own when appropriate	0	1	2	(3)	4	5	
4. explains difficult terms, concepts or problems in				-	13	_	
more than one way	0	1	2	3	4	5	
5. tailors the course to help diverse groups of students	0	1	2	3	(4)	5	
presents background of ideas and concepts							
7. presents up-to-date developments in the field				~			
where appropriate	0	1	2	(3)	4	5	
8. clearly organizes and explains assignments	0	1	2	3	4	5	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	5	
2. responds to wrong answers constructively	0	1	2 2	3	(4)	5 5	
3. allows ample time for questions	0	1	2	3	(4)	5	
4. encourages students to respond to each other's							
questions	0	1	2	3	(4)	5	
5. respects diverse points of view	0	1	2	3	(4)	5	
6. requires student thought and participation	0	1	2	3	4 (5	
7. solicits and responds constructively to						and .	
student opinions	0	1	2	3	4)	5	
8. treats class members equitably	0	1	2	3	4	5	
9. recognizes when students do not understand	0	1	2	3	4	5	
10. acknowledges different approaches to learning	0	1	2	3	4	5	

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

ABCDF

N/A Needs

Does Well

2. Overall what letter grade would you give this course?

ABCDF

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett. M- Kenu (Magna Publications. 1988).

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IV. CONTENT	N/A	Needs Improvement			Does Well		
1. selects examples relevant to student experiences						0	
and course content	0	1	2	3	4	(5)	
2. integrates text material into class presentations	0	1	2	3	4	(3)	
3. presents views other than own when appropriate	0	1	2	3	4	(5)	
4. explains difficult terms, concepts or problems in							
more than one way	0	1	2	3	4	(3)	
5. tailors the course to help diverse groups of students	0	1	2	3	4	13	
6. presents background of ideas and concepts						0	
7. presents up-to-date developments in the field							
where appropriate	0	1	2	3	4	((5)	
8. clearly organizes and explains assignments	0	1	2 2	3	4	(5)	
V. INTERACTION AND RAPPORT							
l. gives students enough time to respond to questions	0	1	2	3	4	(3)	
2. responds to wrong answers constructively	0	1	2		4	(3)	
3. allows ample time for questions	0	1	2	3 3	4	5	
4. encourages students to respond to each other's						0	
questions	0	1	2	3	4	(3)	
5. respects diverse points of view	0	1	2	3	4	(5)	
6. requires student thought and participation	0	1	2	3	4	75	
7. solicits and responds constructively to							
student opinions	0	1	2	3	4	(3)	
8. treats class members equitably	0	1	2	3	4	(5)	
9. recognizes when students do not understand	0	1	2	3	4	(3)	
10. acknowledges different approaches to learning	0	1	2	3	4	3	

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

A B C D F

BCDF

	CONTENT	N/A	Needs Improvement			Does Well		
	ts examples relevant to student experiences	^		•	0	4	_	
	and course content	0	1	2	(3)	4	5 5	
	rates text material into class presentations	0	1	2	3	(4)	5	
	ents views other than own when appropriate ains difficult terms, concepts or problems in	0	1	2	3	4	5	
-	more than one way	0	1	2	(3)	4	5	
	rs the course to help diverse groups of students	0	1	2	(3)	4	5 5	
	ents background of ideas and concepts	O		(3)	(3)	7	5	
	ents up-to-date developments in the field			0				
	where appropriate	0	1	2	2	4	(2)	
			1	2 2	3	4	9	
o. clear	ly organizes and explains assignments	0	1	2	3	(4)	3	
V.	INTERACTION AND RAPPORT							
1. gives	s students enough time to respond to questions	0	1	2	3	4	5	
-	onds to wrong answers constructively	0	1	2	3	4	(3)	
_	vs ample time for questions	0	1	2	(3)	4	5	
	urages students to respond to each other's	v	^	-	G		•	
	questions	0	1	2	3	4	(3)	
	ects diverse points of view	0	1	2	3	4	(5)	
_	res student thought and participation	0	1	2	6	4	ر الم	
_	· , ·	V	1	2	(3)	4	.)	
	its and responds constructively to	^			•		_	
	student opinions	0	1	2	3	(dy)	5 5	
	s class members equitably	0	1	2	(3)	4	5	
	gnizes when students do not understand	0	1	2	(3)	4	5	
10. ackı	nowledges different approaches to learning	0	1	2	3	(4)	5	

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDF

IV. CONTENT	N/A	Needs Improvement			Does Well		
1. selects examples relevant to student experiences	_					_	
and course content	0	1	2	3	4	(5)	
integrates text material into class presentations	0	l	2	3	4	(5)	
3. presents views other than own when appropriate4. explains difficult terms, concepts or problems in	0	1	2	3	4	(5)	
more than one way	0	1	2	3	4	(5)	
5. tailors the course to help diverse groups of students6. presents background of ideas and concepts7. presents up-to-date developments in the field	0	1	2	3	4	0	
where appropriate	0	1	2	3	Λ	(5)	
8. clearly organizes and explains assignments	0	1	2 2	3	4	5	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	0	5	
2. responds to wrong answers constructively	0	1	2 2 2	3 3 3	(4)	5	
3. allows ample time for questions	0	1	2	3	(4)	5	
4. encourages students to respond to each other's				_	-		
questions	0	1	2	3	4	(5)	
5. respects diverse points of view	0	1	2	3	4	(5)	
6. requires student thought and participation	0	î	(22)	3	4	5	
7. solicits and responds constructively to	0	*		5	7	_	
student opinions	0	1	2	3	1	(3)	
8. treats class members equitably	0	1	2	3	(10)	5	
9. recognizes when students do not understand	0	1	(2)	3	1	5	
10. acknowledges different approaches to learning	0	1	2	3	4	(5)	
To, acknowledges different approaches to learning	V	1	2	3	4		

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

A B C D F

A B C D F

IV. CONTENT	N/A	Needs Improvement			Does Well		
1. selects examples relevant to student experiences							
and course content	0	1	2	3	4	(3)	
2. integrates text material into class presentations	0	1	2	3	4	(3)	
3. presents views other than own when appropriate	0	1	2	3	4	(3)	
4. explains difficult terms, concepts or problems in						0	
more than one way	0	1	2	3	4	(5)	
5. tailors the course to help diverse groups of students	0	1	2	3	4	(5)	
5. presents background of ideas and concepts							
7. presents up-to-date developments in the field							
where appropriate	0	1	2	3	4	(5)	
8. clearly organizes and explains assignments	0	1	2	3	4	(5)	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	(3)	
2. responds to wrong answers constructively	0	1	2	3	4	(5)	
3. allows ample time for questions	0	1	2	3	4	5	
4. encourages students to respond to each other's						0	
questions	0	1	2	3	4	(5)	
5. respects diverse points of view	0	1	2	3	4	(3)	
6. requires student thought and participation	0	ì	2	3	4	5	
7. solicits and responds constructively to							
student opinions	0	1	2	3	4	(5)	
8. treats class members equitably	0	1	2	3	4	(3)	
9. recognizes when students do not understand	0	1	2	3	4	(3)	
10. acknowledges different approaches to learning	0	1	2	3	4	(5)	

I enjaged her teaching style much better than the actual professor. She was more engaging and interesting.

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?

(A) B C D F

2. Overall what letter grade would you give this course?

ABCDF

IV. CONTENT	N/A	Needs Improvement			Does Well		
1. selects examples relevant to student experiences							
and course content	0	1	2	(3)	4	5	
2. integrates text material into class presentations	0	ì	2	(3)	4	5	
3. presents views other than own when appropriate	0	1	2	3	4	(5)	
4. explains difficult terms, concepts or problems in				3			
more than one way	0	1	2	(3)	4	5	
5. tailors the course to help diverse groups of students	0	1	2	(3)	4	5	
presents background of ideas and concepts							
7. presents up-to-date developments in the field							
where appropriate	0	1	2	3	4	(5)	
8. clearly organizes and explains assignments	0	1	2 2	3	4	(5)	
V. INTERACTION AND RAPPORT							
1. gives students enough time to respond to questions	0	1	2	3	4	(5)	
2. responds to wrong answers constructively	0	1	2	3	4	(5)	
3. allows ample time for questions	0	1	2 2	3	4	5	
4. encourages students to respond to each other's				-		7	
questions	0	1	2	3	4	5	
5. respects diverse points of view	0	1	2	3	4	(5)	
6. requires student thought and participation	0	1	2	3	4	(5)	
7. solicits and responds constructively to							
student opinions	0	1	2	3	4	(3)	
8. treats class members equitably	0	1	2	3	4	(3)	
9. recognizes when students do not understand	0	1	2	3	4	(3)	
10. acknowledges different approaches to learning	0	1	2	(3)	4	5	

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?

2. Overall what letter grade would you give this course?

(circle best answer)

ABCDE