

DEPARTMENT OF PHYSICS

Teaching Evaluation “Check List”

1. Does the instructor encourage questions? [pauses occasionally and asks if there are any questions]
2. Does the instructor observe students' reactions and pace the material accordingly? [as opposed to looking at the board only and remaining intent on “covering” a certain amount of material]
3. Are the students able to get a good set of notes? [Is enough material put on the board (overhead, etc.) to permit useful notes to be taken?]
4. Does the instructor elicit student response by posing questions to the class occasionally? [or finding other ways of drawing them out]
5. Are demonstrations used (where appropriate)?
6. Is obscure or difficult material presented more slowly, and perhaps approached from several different points of view?
7. Is the presentation of material well-organized, with an appropriate introduction, development, and (where appropriate) conclusion?
8. Does the instructor assume an appropriate level of background knowledge by the student? [too much? too little?]
9. Can the material put on the board be read from the back of the room?
10. Is the instructor's voice clear and distinct and easy to understand? [no unintelligible mumbling]