# APPENDIX F

St. John's University

New York

Evaluation of Faculty Classroom Performance

Name of Instructor

School/College

Class Visited

Course Title

Department/Division

Evaluator

Time       Date

Graduate [ ]  Undergraduate [ ]

In each category check one or more descriptive words/phrases that apply:

1. Appearance:

[ ]  professional [ ]  unprofessional: if so, please describe

2. Attitude toward class:

[ ]  positive [ ]  friendly and warm [ ]  negative [ ]  indifferent [ ]  impatient

3. Voice:

[ ]  well-modulated [ ]  clear and distinct [ ]  monotonous [ ]  unclear diction [ ]  too soft [ ]  too loud
[ ]  too rapid [ ]  too slow

4. Courtesy/manner:

[ ]  courteous [ ]  considerate [ ]  encouraging [ ]  discourteous

[ ]  condescending [ ]  sarcastic [ ]  intimidating

5. Poise:

[ ]  confident and self-assured [ ]  composed [ ]  ill at ease [ ]  has distracting mannerisms.

6. Instructional mode:

[ ]  lecture [ ]  lecture/discussion [ ]  video/discussion [ ]  seminar [ ]  group sessions [ ]  peer interactions

7. Use of Technology:

Technology was available: Yes [ ] No [ ]

Available technology was used: [ ]  to fullest advantage [ ]  to partial advantage [ ]  not at all

[ ]  available technology was not appropriate to the class

8. Lecture Presentation:

[ ]  presents clear objectives for the class

[ ]  enthusiastic/dynamic [ ]  articulate [ ]  well-structured

[ ]  challenging [ ]  conveys ideas well [ ]  conveys ideas fairly well

[ ]  demonstrates concern for students' understanding of material

[ ]  disorganized [ ]  dull [ ]  confusing [ ]  unfocused

9. Knowledge of subject:

[ ]  displays mastery of pertinent skills [ ]  demonstrates broad understanding of material

[ ]  exhibits poor command of necessary skills [ ]  provides shallow/inadequate coverage

[ ]  provides current examples and/or case studies related to subject

[ ]  (where appropriate) manifests solid scholarship

10. Handling questions:

[ ]  poses questions relevant to discussion/subject matter

[ ]  allows students adequate response time

[ ]  fields student responses positively

[ ]  encourages student questions

[ ]  poses questions that lack pertinence to subject matter

[ ]  poses questions that are unclear/ambiguous

[ ]  allows inadequate response time

[ ]  discourages student questions

11. Use of class time:

[ ]  very effective [ ]  effective [ ]  minimally effective [ ]  ineffective

if applicable: handles unplanned events [ ]  well [ ]  adequately [ ]  poorly

12. Class control:

[ ]  reasonable and appropriate [ ]  inappropriate: in what way?

13. Teacher/student rapport:

[ ]  approachable [ ]  responds to individual needs [ ]  sensitive to mood of class
[ ]  sensitive to physical environment [ ]  uninterested in class/individuals [ ]  unresponsive to class needs
 unapproachable

14. Student interest:

[ ]  absorbed [ ]  enthusiastic [ ]  attentive [ ]  inattentive [ ]  not responsive [ ]  bored

15. Over-all rating:

[ ]  outstanding [ ]  excellent [ ]  very good [ ]  satisfactory [ ]  unsatisfactory

This is the faculty member's       year of full-time teaching at St. John's University.

On the reverse side the evaluator is urged to write a statement that is legible and, preferably typed.

EVALUATOR'S COMMENTS AND/OR RECOMMENDATIONS:

FACULTY MEMBER'S COMMENTS:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SIGNATURE OF FACULTY MEMBER DATE

(This signature signifies only that the faculty member has

seen and discussed the evaluation with the evaluator).

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SIGNATURE OF EVALUATOR DATE