

Classroom evaluation is the hardest aspect of evaluation to standardize, but virtually everything written from an administrative or faculty evaluator's perspective can fit into one of the five major headings below. The questions beneath the headings are intended to be suggestive, not exhaustive.

1. Does the instructor appear knowledgeable in the discipline under review?
2. Is factual material presented without numerous changes and corrections?
3. Does the instructor offer directions for further study for the interested/advanced student, if the opportunity presents itself?
4. Are questions handled with clear responses the majority of the time, if the questions are factually oriented, rather than interpretations?
5. Are an array of interpretations presented where appropriate? Are the interpretations balanced in terms of the spectrum of the discipline? Are students encouraged to question presentation material?
participation widespread?
4. Are open-ended questions utilized?
5. Are media—whether chalkboard, handouts, or AV equipment—used in ways which enhance learning, rather than distracting from it?

1. Was the organization of materials clear and understandable?
2. Were the tone and level of voice appropriate?
3. Was there frequent eye contact with students? Did contact include most students, or only a few?
4. Were "feedback questions" or other devices used to check student understanding?
 1. Was there ample evidence that students felt comfortable interacting with the instructor?
 2. Was the atmosphere appropriate to the nature of the college, of the subject, of the presence of the instructor?
 3. Was humor used? If so, was it used appropriately?
 4. Were students generally supportive of the instructor's efforts? Were there significant behavioral problems?

What do you think? Did you see an effective class? Describe it in terms relative to college norms and the potential of the instructor.