

**CLEVELAND STATE UNIVERSITY
DEPARTMENT OF HEALTH SCIENCES**

TEACHING EVALUATION FORM

SELF/PEER ASSESSMENT

Type of Class Presentation:

Lecture____ Discussion ____ Clinical ____ Simulation____
 Programmed Learning ____ Audio/Visual Presentation ____ Other ____

Date: _____ Presentation Topic: _____

Listed below are statements intended to serve as guides for rating classroom presentations. After observing a class, please respond to each statement by marking the number that most closely corresponds to your observations.

Name: _____ Rater: _____

RATING SCALE

1	2	3	4	5	6
Not Done	Partially/Rarely Done	Usually Done/Needs Improvement	Competently & Consistently Done	Excellently Done/No Room for Improvement	Doesn't Apply or Can't Recall

SKILL IN ORGANIZING MATERIAL

	1 2 3 4 5 6	COMMENTS
Specifies purposes of the class in introduction	1 2 3 4 5 6	
Sets general ground rules for audience participation	1 2 3 4 5 6	
Relates the main body of information to the introductory purposes	1 2 3 4 5 6	
Makes clear transitions between different segments of the class	1 2 3 4 5 6	

COMMENTS

Uses clear, relevant examples To illustrate main ideas	1 2 3 4 5 6
Clarifies technical terminology	1 2 3 4 5 6
Periodically summarizes most important points or ideas of the presentation	1 2 3 4 5 6
Develops a conclusion related to the purposes and body of the presentation	1 2 3 4 5 6
Cites appropriate authorities to support statements	1 2 3 4 5 6
Presents divergent views for contrast and comparison	1 2 3 4 5 6
Separates facts from opinions	1 2 3 4 5 6

SKILL IN USE OF VOICE AND BODY MOVEMENTS

COMMENTS

Speaks at a volume suitable For audience (not too soft or too loud)	1 2 3 4 5 6
Speaks at a suitable pace for presentation	1 2 3 4 5 6
Varies pace, pitch, and force of voice for emphasis	1 2 3 4 5 6
Speaks in a conversational manner (not formal or stylized)	1 2 3 4 5 6
Uses eye contact (scans total audience)	1 2 3 4 5 6

		COMMENTS
Uses variety of facial expressions (not deadpan)	1 2 3 4 5 6	
Uses hands and arms appropriately (not hand waving, but for emphasis)	1 2 3 4 5 6	
Moves purposefully (not pacing or sticking to lectern, but moves for emphasis)	1 2 3 4 5 6	

CONTENT OF PRESENTATION

		COMMENTS
Prepares adequately for the presentation; is well organized	1 2 3 4 5 6	
Presents content clearly	1 2 3 4 5 6	
Appears knowledgeable of content presented	1 2 3 4 5 6	
Content was relevant and current	1 2 3 4 5 6	
Content was appropriate in length for time allotted in class	1 2 3 4 5 6	

TEACHING TECHNIQUES AND BEHAVIORS

		COMMENTS
Asks questions to stimulate student interaction	1 2 3 4 5 6	
Establishes rapport with students	1 2 3 4 5 6	

		COMMENTS
Varies the presentation to stimulate interest	1 2 3 4 5 6	
Uses role playing effectively	1 2 3 4 5 6	
Uses group discussion effectively	1 2 3 4 5 6	
Uses demonstration effectively	1 2 3 4 5 6	
Uses an effective teaching style to stimulate learning and maintain interest	1 2 3 4 5 6	
States objectives of class and covers stated objectives	1 2 3 4 5 6	

SKILL IN THE USE OF AUDIOVISUAL AIDS

		COMMENTS
Coordinates audiovisual aids With verbal presentation	1 2 3 4 5 6	
Uses audiovisual aids to enhance understanding of the subject matter	1 2 3 4 5 6	
Uses audiovisual aids which are easily visible or audible	1 2 3 4 5 6	

SKILL IN MANAGEMENT OF THE EXTERNAL ENVIRONMENT

		COMMENTS
Makes best use of available classroom space and facilities to effectively present the material	1 2 3 4 5 6	

SUMMARY

Strengths: _____

Areas for improvement: _____

OTHER COMMENTS

Adapted from: Foley, Richard and Jonathan Smilansky, Teaching Techniques: A Handbook for Health Professionals.