

STUDENT'S INSTRUCTOR EVALUATION FORM

(Circle one response under each heading and include any appropriate comments)

Sponsor: _____

Course Name: _____ Date: _____

Instructor: _____

1. Prepared for class
Always ____ Usually ____ Rarely ____ Never ____

Comment _____

2. Demonstrated knowledge of subject being taught
Always ____ Usually ____ Rarely ____ Never ____

Comment _____

3. Communicated written content and performance steps clearly and effectively
Always ____ Usually ____ Rarely ____ Never ____

Comment _____

4. Organized the material in a logical manner and made the class interesting
Always ____ Usually ____ Rarely ____ Never ____

Comments _____

5. Encouraged questions and class discussion
Always ____ Usually ____ Rarely ____ Never ____

Comments _____

6. Treated the students with respect
Always ____ Usually ____ Rarely ____ Never ____

Comments _____

7. Showed enthusiasm for the craft being taught
Always ____ Usually ____ Rarely ____ Never ____

Comments _____

Additional Comments _____

Student Evaluation Of Instructors

Stephen Edward Polsky



Student Evaluation Of Instructors:

A Comprehensive Critique of Student Evaluation of Teaching Dennis E. Clayson, 2020-12-27 This thought provoking volume offers comprehensive analysis of contemporary research and literature on student evaluation of teaching SET in Higher Education In evaluating data from fields including education psychology engineering science and business this volume critically engages with the assumption that SET is a reliable and valid measure of effective teaching Clayson navigates a range of cultural social and era related factors including gender grades personality student honesty and halo effects to consider how these may impact on the accuracy and impartiality of student evaluations Ultimately he posits a popularity hypothesis asserting that above all SET measures instructor likability While controversial the hypothesis powerfully and persuasively draws on extensive and divergent literature to offer new and salient insights regarding the growing and potentially misleading phenomenon of SET This topical and transdisciplinary book will be of great interest to researchers faculty and administrators in the fields of higher education management administration teaching and learning

The Effect of Student Characteristics on Three Student Evaluations of University Instruction Robert Edwin Carter, 1968 *Student Evaluation of Teaching and Learning* Ray Hamill Simpson, Jerome M Seidman, 2012-05-12

Student Evaluation of Instruction Kenneth O. Doyle, 1975 **Student Evaluation of Instructors Using Q-methodology** Gerald Arden Hall, 1972 **Web-based Student Evaluation of Instruction** Radhika Nayani, 2010

Student Evaluation of Instruction SEI is a survey instrument for collecting student feedback on the quality of instruction In University of Wisconsin La Crosse hereafter referred to as the UWL feedback from students is usually gathered through paper based questionnaires Such surveys consist of a standard set of questions addressing general aspects of teaching that involves both instructor and course Student evaluation of teaching is important to the university for two primary reasons First student evaluations provide data used for administrative decisions such as tenure promotion and salary increases for faculty Second teaching evaluations provide feedback to help faculty improve teaching performance There are several advantages of using an online system when compared to paper based evaluation some of the important advantages include increased efficiency in data collection process flexibility of questionnaire design eco friendly avoidance of paper wastage and immediate availability of data for analysis and reporting The current process involves the great deal of labor to handle the student s anonymity The project described in this report is called Online Student Evaluation of Instruction hereafter referred to as the SEI it is a web based system developed to collect teaching evaluation data for summative and formative purposes The evaluations will be administered and collected in a manner that assures security It addition reports will be delivered in a timely fashion to administrators in a manner that is easy to understand and interpret The OSEI system has been designed to allow flexibility in changing the questions reports and evaluations **Understanding Student Evaluations of Teaching Effectiveness** Paul Francis Diehl, 1989 *Student Evaluation of Instruction* Jack Testerman, Richard Frederick, 1974

Report of the Task Force on Teaching Evaluation University of California, Berkeley. Task Force on Teaching Evaluation, 1980 Student Evaluation of Instructors Cindy Hill, 1989 **Student Evaluation of Teaching** Colin Flood Page, 1974 **Student Evaluation of College Instructors** Stephen Edward Polsky, 1977 Validity of Student Evaluation of Teaching and the Characteristics of Successful Instructors Arthur M. Sullivan, Graham R. Skanes, Memorial University of Newfoundland. Institute for Research in Human Abilities, 1973 **Student Evaluation of Faculty** Amy Wong, Jason Fitzsimmons, 2010

Along with the rapid growth in Internet based instruction there have been concerns about the quality of online instruction and whether traditional student evaluations of faculty are suitable in online environments This study uses data collected from ongoing student evaluations of faculty in an MBA programme within an on line university to investigate the factors leading to student ratings of overall professor facilitator performance and overall satisfaction with the course Using factor analysis we investigated the underlying factors related to the items on the survey which revealed factors relating to personal attributes of the professor facilitator learning facilitation and quality of feedback Results from regression analysis finds that evaluations of overall professor facilitator performance is predominantly driven by both the professor s attributes and learning facilitation while overall student satisfaction is largely driven by factors associated with learning facilitation

The Student Evaluation Standards Joint Committee on Standards for Educational Evaluation, Arlen R. Gullickson, 2003 Teachers make judgments about students every day based on such formal and informal appraisals of their work as classroom observation homework assignments and teacher made quizzes Soon they ll have the first set of professional standards to help guide them in making such decisions Education Week Education Week A practical guide to designing and assessing student evaluation Student evaluation and assessment are central to every school and classroom Evaluation and assessment are how we find out what students are learning how they are progressing and how we can make improvements for their future development With requirements for testing and standards based instruction at an all time high effective student evaluation is more essential today than ever before But where in the instructional process should assessments occur What kinds of questions should be asked How is the information used to direct student learning Who has the right to access and use this information The Joint Committee presents 28 certified standards for assessing evaluation practices in elementary and secondary classrooms These standards are broken down into four essential attributes of sound evaluation each providing definitions guidelines common errors supportive documentation and illustrative case studies Propriety standards which protect individual rights Utility standards which ensure that evaluations are timely informative and influential Feasibility standards which recognize real world dynamics and environmental influences Accuracy standards which determine whether an evaluation has produced sound information These standards provide teachers and administrators with the tools they need to master every nuance of student evaluation including validity political viability teacher biases conflicts of interest a student s right to privacy and much more But most important they will help ensure that

student evaluation practices are on track so we can properly serve and improve student learning These standards have been approved by the American National Standards Institute ANSI and were developed with assistance from members of 16 professional societies American Association of School Administrators American Counseling Association American Educational Research Association American Evaluation Association American Psychological Association Association for Supervision and Curriculum Development Canadian Evaluation Society Canadian Society for the Study of Education Consortium for Research on Educational Accountability and Teacher Evaluation Council of Chief State School Officers National Association of Elementary School Principals National Association of Secondary School Principals National Council on Measurement in Education National Education Association National Legislative Program Evaluation Society National School Boards Association

How Do You Rate Those Instructors? the Validity of Student Evaluations of Higher Education Instructors, 2005 The purpose of this study was to examine the validity of students evaluation of higher education instructors Many questions and issues arise concerning students evaluation of higher education instructors It is questionable whether a student can provide an unbiased evaluation of a higher education instructor Because there are varying opinions on what constitutes a good or even an effective instructor it makes it hard to determine just what student evaluations measure If factors such as the personal feelings toward the instructor are used to determine the score on an evaluation then this can t possibly measure the instructors ability to teach Instructors who participated felt that students are not likely to provide unbiased evaluations of higher education instructors More than half of the students in this study said that they use their personal feelings toward an instructor and the perceived grade in the course to base their opinions when evaluating an instructor Furthermore students also reported using the personal characteristics of an instructor to determine responses on evaluations

Resources in Vocational Education, 1979 *Linking Teacher Evaluation and Student Learning* Pamela D. Tucker, James H. Stronge, 2005 Tucker and Stronge explore a variety of ways to include measures of student achievement in teacher evaluations so that teachers can better focus efforts to improve their practice Creating Effective Teaching and Learning Environments: First Results from TALIS OECD, 2009-06-18 This survey aims to help countries review and develop policies to make the teaching profession more attractive and more effective *Grading the College* Scott M.

Gelber, 2020-06-23 A comprehensive history of evaluation in American higher education In *Grading the College* Scott M Gelber offers a comprehensive history of evaluating teaching and learning in higher education He complicates the conventional narrative that portrays evaluation as a newfangled assault on the integrity of higher education while acknowledging that there are many compelling reasons to oppose those practices The evaluation of teaching and learning Gelber argues presented genuine dilemmas that have attracted the attention of faculty members and academic leaders since the 1920s Especially during the peak era of faculty authority that followed the end of the Second World War significant numbers of professors and administrators believed that evaluation might improve institutional performance reduce the bias

inherent in traditional methods of supervision strengthen communication with laypersons and encourage a more deliberate focus on the distinctive goals of college. Gelber reveals the extent to which professors and academic interest groups participated in the development of our most common evaluation instruments including student course questionnaires, achievement tests, surveys, rubrics, rankings, and accreditation self studies. Although these efforts may seem distant from the present era of shortsighted scrutiny and ill conceived comparisons, Gelber demonstrates that the evaluation of college teaching and learning has long consisted of a set of intellectually sophisticated questions that have engaged and could continue to engage faculty members and their advocates. By providing a deeper understanding of how evaluation operated before the dawn of high stakes accountability, *Grading the College* seeks to promote productive conversations about current attempts to define and measure the purposes of American higher education.

Student Evaluation Of Instructors Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Student Evaluation Of Instructors**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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