

Name: THOMAS

Admin. Date: 11/13

Batch No.: 4253

Report No.: 713090

Report: CLASS

College: HOWARD UNIVERSITY, SCHOOL OF C

Class: THOMAS 313 01

Class Enrollment: 16 No. of Respondents: 16

Suggestions for Improving Your Teaching

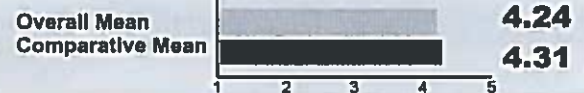
Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and are linked to additional sources of information.

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

(The percentages and means are based on the total number of respondents, not class enrollment.)

A. Course Organization and Planning

This scale speaks to how well the instructor has made requirements clear and is prepared for each class. It also reflects whether students view the instructor as being in command of the subject matter and able to emphasize the important points to be learned.



1. The instructor's explanation of course requirements

Very 5 Effective	4 Effective	Moderately 3 Effective	Somewhat 2 Ineffective	1 Ineffective	Omitted	N/A	Mean
38	44	13	—	—	—	6	4.27

2. The instructor's preparation for each class period

31	50	6	6	—	—	6	4.13
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3. The instructor's command of the subject matter

56	31	—	6	—	—	6	4.47
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4. The instructor's use of class time

38	31	6	13	6	—	6	3.87
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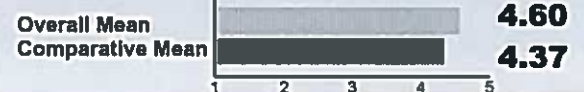
5. The instructor's way of summarizing or emphasizing important points in class

56	25	13	—	—	—	6	4.47
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B. Communication

Making clear and understandable presentations and using examples or illustrations when necessary are important tools for communicating with students. Communication is also facilitated by an instructor's enthusiasm for the material and use of challenging questions or problems in class.



6. The instructor's ability to make clear and understandable presentations

56	25	13	—	—	—	6	4.47
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7. The instructor's command of spoken English (or the language used in the course)

75	19	—	—	—	—	6	4.80
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8. The instructor's use of examples or illustrations to clarify course material

56	38	—	—	—	—	6	4.60
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9. The instructor's use of challenging questions or problems

56	31	6	—	—	—	6	4.53
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10. The instructor's enthusiasm for the course material

63	25	6	—	—	—	6	4.60
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To download a PDF of the Compendium go to: www.ets.org/sirii/communication

C. Faculty/Student Interaction

Students prefer instructors who are helpful, responsive and show concern for their students' progress. Highly rated teachers are available to give students extra help if needed and show a willingness to listen to students' questions and opinions.



11. The instructor's helpfulness and responsiveness to students

69	25	—	—	—	—	6	4.73
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12. The instructor's respect for students

69	25	—	—	—	—	6	4.73
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13. The instructor's concern for student progress

63	31	—	—	—	—	6	4.67
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14. The availability of extra help for this class (taking into account the size of the class)

63	19	—	6	—	6	6	4.57
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15. The instructor's willingness to listen to student questions and opinions

69	25	—	—	—	—	6	4.73
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+ This mean is reliably at or above the 90th percentile. See page 4.
- This mean is reliably at or below the 10th percentile. See page 4.

For explanation of flagging (*), see "Number of Students Responding," page 4
To download a PDF of the Compendium go to: www.ets.org/sirii/interaction