

Name: THOMAS

Admin. Date: 11/13

Batch No.: 4253

Report No.: 713093

Report: CLASS

College: HOWARD UNIVERSITY, SCHOOL OF C

Class: THOMAS 312 02

Class Enrollment: 9

No. of Respondents: 7*

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.



	Very Effective	Effective	Moderately Effective	Somewhat Ineffective	Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	71	14	—	14	—	—	—	4.43
2. The instructor's preparation for each class period	29	29	14	29	—	—	—	3.57
3. The instructor's command of the subject matter	57	14	29	—	—	—	—	4.29
4. The instructor's use of class time	29	29	29	14	—	—	—	3.71
5. The instructor's way of summarizing or emphasizing important points in class	71	14	14	—	—	—	—	4.57

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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.



	Very Effective	Effective	Moderately Effective	Somewhat Ineffective	Ineffective	Omitted	N/A	Mean
6. The instructor's ability to make clear and understandable presentations	57	43	—	—	—	—	—	4.57
7. The instructor's command of spoken English (or the language used in the course)	86	14	—	—	—	—	—	4.86
8. The instructor's use of examples or illustrations to clarify course material	86	14	—	—	—	—	—	4.86
9. The instructor's use of challenging questions or problems	71	29	—	—	—	—	—	4.71
10. The instructor's enthusiasm for the course material	86	14	—	—	—	—	—	4.86

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.



	Very Effective	Effective	Moderately Effective	Somewhat Ineffective	Ineffective	Omitted	N/A	Mean
11. The instructor's helpfulness and responsiveness to students	86	14	—	—	—	—	—	4.86
12. The instructor's respect for students	86	14	—	—	—	—	—	4.86
13. The instructor's concern for student progress	100	—	—	—	—	—	—	5.00+
14. The availability of extra help for this class (taking into account the size of the class)	86	14	—	—	—	—	—	4.86
15. The instructor's willingness to listen to student questions and opinions	100	—	—	—	—	—	—	5.00+

+ 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