

Evaluation Form for Instructor

Row	Title	Response
1	In the first session, the course plan (including: course objectives, student duties and assignments, teaching methods, and evaluation criteria) was presented by the professor/one of the course professors.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
2	The course plan was accessible to me throughout the semester/course via the faculty/department website.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
3	Covers the educational objectives according to the announced schedule during the semester.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
4	Conducts engaging educational sessions based on student participation.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
5	Is accessible for answering questions, consultation, and guiding students.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
6	Appropriately assesses the achievement of expected learning outcomes for each group of learners during the semester.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
7	Provides timely and appropriate feedback (individual or group) on submitted assignments.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
8	Judges unfairly when evaluating and grading students during the semester.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely

Row	Title	Response
9	Uses primary and ministry-introduced resources for teaching the educational content.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
10	Uses practical examples for structuring educational content.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
11	Presents course materials clearly and eloquently.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
12	Engages students for supplementary study and active participation in activities (group discussions, functional Q&A, brainstorming, etc.).	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
13	Provides students with feedback and suggestions regarding their weaknesses and strengths.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
14	Summarizes the taught materials at the end of each session with student participation.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
15	Familiarizes learners with the course evaluation method at the beginning of the course.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
16	The professor's teaching method (activities) is in accordance with the course/lesson plan.	<input type="radio"/> Mostly

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		<input type="radio"/> Always <input type="radio"/> Rarely
17	Uses teaching aids (whiteboard, experimental materials, PowerPoint, etc.) appropriate to the educational objectives in training sessions.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
18	Holds training sessions regularly according to the academic calendar.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
19	Uses the available time effectively for student learning.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
20	Observes professional ethical principles (punctuality, integrity, altruism, empathetic respect, being up-to-date, appropriate attire, etc.) in interpersonal interactions and performing assigned activities.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely
21	Holds training sessions regularly according to the academic calendar.	<input type="radio"/> Mostly <input type="radio"/> Always <input type="radio"/> Rarely