

The Department of Classics
Instructor's Evaluation (Class Visitation Record)

Instructor: David Shifler Evaluator: Trevor Luke

Class: LAT-1121 Section 02 Date: 11/30/12

Respond to each statement using the following scale:

1 = Needs Improvement 2 = Satisfactory 3 = Well Done

Organization

1. Presented overview of the lesson	1	2	<u>3</u>	N/A*
2. Paced lesson appropriately	1	2	<u>3</u>	N/A
3. Presented topics in logical sequence	1	2	<u>3</u>	N/A
4. Related today's lesson to previous / future lesson(s)	1	2	<u>3</u>	N/A
5. Summarized major points of the lesson	1	2	<u>3</u>	N/A

Presentation

6. Mastery of content taught	1	2	<u>3</u>	N/A*
7. Explained concepts with clarity	1	2	<u>3</u>	N/A
8. Used good examples to clarify points	1	2	<u>3</u>	N/A
9. Defined unfamiliar terms, concepts, and principles	1	2	<u>3</u>	N/A
10. Discussed and interpreted visual / written texts <u>with</u> the students	1	2	<u>3</u>	N/A
11 Used varied explanations for complex or difficult material	1	2	<u>3</u>	N/A

12. Emphasized important points	1	2	3	N/A
13. Used appropriate audiovisual or supplementary materials	1	2	3	N/A
14. Voice was audible	1	2	3	N/A
15. Instructor communicated enthusiasm for learning	1	2	3	N/A
16. Professional appearance and demeanor	1	2	3	N/A
17. Offered original material; did not simply repeat textbook	1	2	3	N/A

Interaction

18. Actively encouraged student questions and listened carefully to students' questions and responses	1	2	3	N/A*
19. Asked questions to monitor student understanding	1	2	3	N/A
20. Waited sufficient time for students to answer questions	1	2	3	N/A
21. Responded appropriately to student questions	1	2	3	N/A
22. Re-stated questions and answered when necessary	1	2	3	N/A
23. Created an atmosphere consistent with dialogical inquiry	1	2	3	N/A

*** N/A: Non-applicable, should not be considered a negative evaluation. It means that the item was not relevant to the class.**

Summary Comments

22. What were the instructor's major strengths as demonstrated in this observation?

Mr. Stifler ran an exemplary class session. It was well organized. He provided a clear roadmap for the session and followed it. His demeanor in the classroom was highly professional. In his interactions with the students he exuded an air of authority, but at the same time he was pleasant, and it was clear he had developed a real rapport with the students, not as a peer, but as a teacher and mentor.

Most importantly, Mr. Stifler exhibited a mastery of the material that was impeccable. He did a fine job of communicating his knowledge clearly to the students. Yet he did not "baby" them. He used advanced terminology to convey the principles of Latin grammar, but, then, he had fully prepared the members of the class for this, having taught them the appropriate terminology for these concepts at the outset.

The session itself was a fine mixture of pedagogical methods in which the students were fully involved, and even inured to the idea of taking risks. One young man, who had been out a few sessions on account of illness, thought nothing of volunteering to translate a sentence from English to Latin on the board in front of his peers. Mr. Stifler had clearly developed a healthy classroom environment in which hard work and a willingness to be wrong were valued above looking good in front of others.

In my opinion, Mr. Stifler ran a model Latin session. I feel that I learned a number of things about teaching Latin that day, which I hope to incorporate in my own classes.

23. What suggestions do you have for improving the instructor's mastery of the subject matter taught and/or teaching methods?

Mr. Stifler is an accomplished teacher who has come to us with years of Latin teaching experience under his belt. He knows what he is doing, and that shows very clearly in the easy confidence with which he teaches. I did not see any area in which he needs any correction or even "tips."

 _____

Signature Evaluator,

Date

12/3/12

To Whom It May Concern:

I am writing on behalf of David Stifler to recommend him for a Program for Instructional Excellence award for his teaching. It has been my privilege to work with David in the classroom and on his research for his MA in Classics. I have always found David to be very professional and knowledgeable, but I had no idea until I observed his teaching what a truly remarkable gift he has in this area. In saying this, I am not embellishing in the least. David is the best Latin instructor I have observed in the classroom in over a decade.

David brings polish and confidence to his teaching, without being distant or inaccessible to his students. He is, in fact, quite warm and approachable, while he maintains appropriate control over the instructional environment. His lessons are well organized, and he guides the students through the learning process with regular verbal instructions that reiterate what has been taught while introducing the material that is coming up. There is a good deal of reinforcement through repetition, but it is handled in a way that is never dull. Every student in the classroom was fully engaged in the lesson, even engrossed. I could see that they felt a real rapport with David and respected his knowledge. The students never hesitated to ask questions, and David answered their queries clearly and respectfully.

One of the areas David truly stood out was his ability to show intellectual respect for his students in the way he challenged them. David did not avoid using precise linguistic terminology to help the students learn advanced concepts in Latin, and he explained these terms with a rare lucidness. I have taught Latin for many years, but David taught me a thing or two about how to utilize and inculcate technical concepts that really help the students better grasp the language. I could tell that he used this terminology regularly, and that he checked with the students regularly to ensure that they had mastered these terms. I did not get the sense that a single student was not on the same page with David as he walked them through the lesson.

David has achieved something truly unusual in a language course, especially a Latin course, in that he has created a culture in the classroom wherein students jump at challenges. I saw students in that room who were eager to go work at the chalkboard in front of fellow students, even when they had not prepared as much as they would have liked. Thanks to David, they were using class time effectively—not just showing off, but working with the language in an environment where such was encouraged and verbally rewarded by the instructor. I have found myself following David's lead by encouraging my Latin students to sight read more, and I see it paying off. Students who are willing to experiment, sometimes succeeding, sometimes not, will learn the language much more quickly.

It is a tribute to David's abilities that his students have recommended him for a teaching award. I can attest to the fact that in this case the nomination was well earned. In my view, the fact that he is challenging his students, they are responding by rising to the challenge, and further recognizing David's efforts by nominating him for this award, speaks volumes about his talent and dedication. I give David Stifler my highest

recommendation for this award. He is precisely the kind of teacher whom we ought to be encouraging through such recognition.

If you have any further questions about David's teaching, I would be more than happy to discuss his nomination.

Sincerely,

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Classroom Observation Form

Instructor: David Stifler Date/Time: 21 September/10:20-11:10 AM

Location: Branson Hall 202 No. of Students: 8 Observer: Sean Murray

Course Title: Greek 101 – Elementary Ancient Greek I

Topic(s) of Day: First Declension nouns; First and Second Declension adjectives; lecture, drills, reading and translation of passages assigned

Instructor

a. Clarity and Organization

(introduction, coherent presentation, reference materials/readings, answer student questions fully, effective transitions)

I thought the class was extremely well organized. Began with the students getting back a quiz, addressing overall issues with it, and what you wanted the main takeaways to be. Went over a quick review of the second declension, before going over the first declension. The organization of the board was very neat and organized with the different nouns and the different forms. Students seemed to be organized as well, and they were all prepared with their textbooks and knew what the expectations were.

b. Engagement and Motivation of Students

(build rapport, ask relevant questions, equitable social interaction)

Seemed to have a very good rapport with your students. They came in on time and asked a couple questions. The interactions seemed to be very authentic and there wasn't any sense that they were holding back any questions.

It seemed like you made sure to keep everyone engaged. During the section when you were filling out the different noun declensions on the board, you let some students volunteer but would call on people if they hadn't spoken up in a while. During the oral reading section everyone got a turn to read and translate.

The Students

c. Overall classroom atmosphere (relationship to peers and instructor)

The atmosphere of the class seemed to be very comfortable. The students all felt comfortable speaking up, and not afraid to try to say things they weren't sure of, or ask questions. Your passion for languages really came through. The students all seemed to be enjoying the class as well, and were all actively participating.

Subject Matter and Course Materials

- d. Integration of instructional elements (lecture, blackboard, handouts, technology)

The class seemed to be divided into a few sections, in which different teaching media were used. The first section was on the board, filling in the different noun forms. The second was with everyone using their textbook to read out loud and translate in a collaborative fashion. The third was working a problem on the whiteboard as a class.

I think the variation was effective and the students seemed to take notes during the whiteboard section and actively listen while other students were reading.

Overall Impressions:

The students seem to really enjoy your class. I think it's very impressive how you know them all by name. I struggled to come up with some constructive criticism, because the class time seemed like it was all very efficiently utilized and kept the students engaged. Awesome work!

General Comments & Summary (on the class, outcomes, recommendations)

* Be affirming, descriptive, and focus on specific behaviors

Arrive 10 minutes early. Three students already present. David spends some of the time catching up with his students. Seems to know his students by name. Dressed very professionally.

10:15: David goes over the roots of a word a student happened to use. "Daughter" and how it relates in Greek and German.

10:20 David returns quizzes from a previous class.

10:21 David begins with a Greek introduction, starts talking about overall impressions/issues from a quiz. Talks about the important issues (verbs) vs nonimportant ones (vocative stuff)

Reviews second declension which was already covered. "Omicron" type nouns.

Starts talking about First Declension nouns. Asks students to identify themes of this type of noun. David looks around as he speaks, focusing on different groups of students making eye

contact. Stops speaking every few minutes to ask questions to class. Waits for students to volunteer.

Asks for a volunteer for a more complicated task, but no one volunteers.

10:30: Asks for a smaller question and gets a volunteer. For a next question calls on someone who hasn't spoken for a while.

10:33 Makes a joke. Couple pity laughs. Students seem to mostly be taking handwritten notes as he speaks (4/6)

10:38 Is systematically going through different forms of this noun type, with a chart/grid type format on the whiteboard. Periodically asks for input from students, sees if they are seeing the relevant patterns. Asks students to look something up from their book.

10:42 Student asks a more complicated question, David refers her to come to office hours for a long-winded explanation. Makes another call on student who didn't volunteer but hadn't spoken in a while. Students seem accustomed to this and are willing to participate.

Seems to have a very comfortable relationship with students, they feel ok asking questions and he responds helpfully.

10:47: Makes another joke. One person laughs.

Answers some clarificatory questions from one student who had some confusion about one topic. Relates question back to an experience from his first Greek class.

10:51: Starts discussing the assigned reading, begins by discussing the meaning of the title. Asks who didn't get to read out loud last time, and begins with them. Helps the student when they have problems with a specific word. A different student translates what the first student read in Greek.

10:55 Calls on another student to read in Greek. A different student translates. David goes into some detail about subtleties of this reading.

10:58 Another reading and translation.

11:01: Another reading. All students seem to be following along as one student reads. David steps in to elaborate and help a couple times.

11:07 David finishes up reading and translating the paragraph.

11:08 Finishes off by working a problem together as a class on the whiteboard. Gets input from several students.

11:13 Another joke. This one appears to have been slightly funnier. "Prepositional phrase vs propositional phrase" Collects their HW and then releases them off.

Classroom Observation Form

Instructor: David Stifler Date/Time: 28 October/10:20-11:10 AM

Location: Branson Hall 202 No. of Students: 8 Observer: Justin Kirkpatrick

Course Title: Greek 101 – Elementary Ancient Greek I

Topic(s) of Day: Historical phonology in third declension nouns; third declension adjective forms and syntax; reading and translation of assigned passages

Instructor

- a. Clarity and Organization
(introduction, coherent presentation, reference materials/readings, answer student questions fully, effective transitions)

Prior to the beginning of class, the board is half-full of what appears to be work for the day, which lends itself well to organization and prepares the students for the coming class. The quote of the day seems to be a regular way of easing into the class. There is consistency between examples – all have the N, G, D, and A heading for conjugating words. Although I can't understand what is going on, it is clearly laid out – even I can tell these are conjugations.

Another opportunity arises for communicating effectively with students when they seem to be given very clear information on what will be on the upcoming quiz, which seemed to be helpful to them. Information was given during section when specific topics were discussed, and again at the end in summary form.

It is clear that D has nailed organization and clarity – not only in the materials taught, but in how the class is run. Students know what they are expected to do, and all seem to be on the same page for class participation. The flow between topics is seamless, and D doesn't rely on notes, which adds to the smoothness of the course.

- b. Engagement and Motivation of Students
(build rapport, ask relevant questions, equitable social interaction)

The students are engaged off the bat with a quote. The focus is both grammatical/translation, and in substance of the quote. The use of the 8-sided die seems to keep students on their toes, and likely makes it acceptable to be incorrect, or to offer incomplete attempts at answers, which both engages and relaxes the students. It is clear that nobody knows everything, but that they are welcome to make their best attempt.

The Students

- c. Overall classroom atmosphere (relationship to peers and instructor)

It is clear that students are close-knit, and the “you choose the next person to translate” process of reading the materials works well and builds camaraderie.

Subject Matter and Course Materials

- d. Integration of instructional elements (lecture, blackboard, handouts, technology)

I’m still unsure of how the materials integrate with lecture, as lecture was (I think) never mentioned during the section. The book was clearly used as a source of material to translate, and the white-board was used well both to post the day’s materials (conjugations), and to illustrate the salient points on the material.

Overall Impressions:

The section was well-organized and David has an excellent professional/working relationship with the students. They clearly see him as knowledgeable, and see themselves as eager learners (probably a result of the course itself – nobody takes this unless they *really want* to take this, I think). But David doesn’t rely on the relationship alone – he presents a good amount of information and intuition/background, and links the current discussion to previous discussions often.

General Comments & Summary (on the class, outcomes, recommendations)

* Be affirming, descriptive, and focus on specific behaviors

I have little to offer in improvements – one student (the late one) was clearly singled out on occasion for slightly more stringent behavior, but he seemed to understand the reason. It certainly was within the realm of fair treatment. Other comments under “instructor” contain my general comments and summary. A material wrap-up at the end might be useful, though it would take away time for learning.

10:15	Students begin arriving. D writing on the board, well-organized and appearing to be prepared. (Note: haven’t a clue what’s being written, as one would expect) D chats with students.
10:19	Class starts. Students seem engaged in close setting. D cracks a few jokes, students respond well. Turn in HW.
10:21	D asks for student volunteer to read, then translate, a quote from some Ephesian. S volunteers, reads in English, but D asks for it in greek. D uses a die to cold-call a

	person to translate. Helps student work through translation, but without giving answer. Students are engaged.
10:22	Late student arrives. D requires that he answer question in greek (about being late?). Student mildly interrupts, but with question about quote, sidetracking the more technical discussion of the quote with other students.
10:30	Using an example, D engages students with questioning, encouraging responses with properly timed silences after questions. Students are quite used to participating, even when they do not know the answer.
10:35	Reading out loud commences using the 8-sided die. Students read out loud and are all aware of where they are in the reading.
10:40	Student gets stuck on pronunciation or vocabulary (can't tell which). D helps the student work through. Student seems comfortable getting help. D cracks a joke, mood is light. A new way of selecting next reader emerges with students picking others to translate, and being able to call on others for help.
10:42	When a reading student calls on another for help, but gets a slightly incorrect translation (me vs. us), D cracks a joke, and (in a comfortable manner) lets the helping student know they haven't quite nailed it. Excellent and comfortable classroom demeanor in correcting errors.
10:47	Reading and translation continues.
10:49	Back to the board. D discusses HW assignment in context of the example on the board (the Heracles quote). Cold call is received well and answered correctly. Students are clearly used to being called on, and most seem quite prepared to answer.
10:52	D discusses declensions without participation, feeding information. Students are well-engaged, and D quickly returns to asking questions about the new material.
10:55	Discussion on diphthongs, despite new information being presented on the board, students are participating and providing answers. Most students are taking notes, some extensively.

11:01	Students are kind of fighting over who gets to translate next. More than one student wants to read.
11:06	Student asks if he can ask a question, D states he should just ask. Student takes it well. This student arrived late, and clearly is a source of consternation for D.
11:10	Same student is struggling with classifying a verb (nominative...something...participle), D helps and encourages him well as he struggles.
11:12	Class ends. D handed out strips of paper with phrases on them? Something to work on for next section. Discussing material on upcoming quiz. Class finally released at 11:13.
11:14	As people are leaving, D announces change in office hours and discusses things further with the late-arriving student.

Peer-observation of Teaching Form

Instructor Being Observed: *David Stifler*
 Course number and title: *Latin 203*
 Number of Students Present: *7*

Person Observing: *Laura Camp*
 Date & Time of Class Session: *2/21/18 3:20p*

Organizational Structure of the class	YES	NO
Transitions between activities	<input checked="" type="checkbox"/>	
Flow of material &/or activities	<input checked="" type="checkbox"/>	
Pacing of class	<input checked="" type="checkbox"/>	
Time on tasks	<input checked="" type="checkbox"/>	
Teaching methods appropriate for content	<i>I think so</i>	

Rapport with Students and Presentation Style	YES	NO
Uses students' names routinely	<input checked="" type="checkbox"/>	
Responds to students' questions	<input checked="" type="checkbox"/>	
Addresses students' confusion	<input checked="" type="checkbox"/>	
Reacts positively to students' ideas	<input checked="" type="checkbox"/>	
Provides positive reinforcement	<input checked="" type="checkbox"/>	
Draws in all students to participate	<input checked="" type="checkbox"/>	
Delivers class in a strong voice and cadence	<input checked="" type="checkbox"/>	
Maintains eye contact with students	<input checked="" type="checkbox"/>	
Has strong presence, even if class is student-centered	<input checked="" type="checkbox"/>	
Demonstrates enthusiasm for topic/ discipline	<input checked="" type="checkbox"/>	

where merited mostly, there are always quiet ones

Active Learning Strategies	YES	NO
Opportunities for small group &/or communicative activities	<input checked="" type="checkbox"/>	
Gives clear instructions for pair or group work tasks	<input checked="" type="checkbox"/>	
Monitors group work	<input checked="" type="checkbox"/>	
Authentic target language use	<input checked="" type="checkbox"/>	
Various activities and materials, including technology	<input checked="" type="checkbox"/>	

possibly a bit too strongly
no tech, but not necessary

Content	YES	NO
Uses deductive & inductive reasoning for grammar/culture	<input checked="" type="checkbox"/>	
Presents content clearly and concisely	<input checked="" type="checkbox"/>	
Skillful use of English, when necessary	<input checked="" type="checkbox"/>	
When appropriate, challenges students' level of thinking	<input checked="" type="checkbox"/>	
Assesses students' understanding routinely	<input checked="" type="checkbox"/>	
Assesses students' understanding in various ways	<input checked="" type="checkbox"/>	

→ this was especially strong

Detailed description of class session

1. Answered questions before class. Good rapport w/ students, good humor
2. Put agenda on board, checked off items as he went
3. Carefully explained extra credit opportunity with clear criteria + deadline, invited questions
↳ one student repeated another student's question, David called him on it
4. Divided students into groups for review (A and 2 ☺), invited students to fill me in on what they had read. Students had to move about the room, one commented that he had never been to the other side of the room. Groups seemed carefully chosen, and they had slightly different assignments. He checked in with groups as they worked
5. Groups put their results (grammar (A) + style (2)) on the boards
6. Corrected students' work on boards, gave time for students to discuss the passage
7. Translating: let students go, interrupted to correct. Jumped around the class. Prompted students when they floundered, always explained why something means what it does. One student was v. eager to read, David reigned him in well.
8. Quiz @ end of class

Constructive criticism regarding strengths & weaknesses of instructor

1. During 'translation' - maybe instead of interrupting to correct, break sentences into smaller parts, have student work through, then go back and correct?
2. When student stalls or translation needs correcting, maybe open grammar questions to class sometimes so student doesn't always feel put on the spot
3. Bringing class material into jokes + classroom repartee is v. effective and fun

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April 19, 2018

To Whom It May Concern:

It was my pleasure to observe Mr. David Stifler's Latin 203 class on the afternoon of April 18th. It was a trek to reach Trent Hall where the class was held, but it was worth the effort to see such effective teaching in action. Prior to the start of the class, Mr. Stifler arrived and engaged the students in witty and cordial banter, an obvious indication that he has developed a good rapport with the class. While talking to the students, he put a checklist of the day's tasks on the board to serve as a reminder to himself and the class, and he followed this outline during the hour, checking items off the list as they went. This scheme kept everyone on pace and was a good visual reminder of their accomplishments during the period.

Class began with a scansion exercise over some lines of Ovid. Rather than merely asking students to scan individually at their desks and then come to the board, Mr. Stifler made this a group exercise by asking students to work first individually and then in groups in order to check each other's work. This competitive element enlivened what could have been a tedious exercise, and the students enjoyed themselves and demonstrated that they had learned their hexameters well. A productive discussion of the effectiveness of meter in the scanned lines followed.

The remainder of the class time was spent translating the Ovid assignment for the day, and Mr. Stifler again made the format more interesting by adding an element of surprise. Rather than calling on students, he rolled dice and assigned each group of lines by lot. This was not only fun for the class, but it kept everyone quite alert and attentive to the text. The passage for the day included the death of Pyramus, and I was most impressed at how humorously and tastefully Mr. Stifler handled the sexual innuendo in the famous lead pipe simile. Students were eager to participate in translation and were also interested in

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discussing syntax, meter and the themes in the story. We were so caught up in the action that the period ended without our realizing it.

Mr. Stifler is an experienced instructor who continues to put a great deal of time and effort into his teaching, as is apparent from the positive atmosphere in his classroom and the performance of his students. He is passionately interested in his students and in refining his pedagogical methods for their benefit. As a result of this dedication, he is offering excellent instruction at this crucial intermediate level.

Yours truly,

Rex B. Crews, Supervisor for Elementary Latin Instruction

SUSSAI



Fall 2012

Instructor: David Stifler
 Department: Latin
 Course: LAT1121 02 (BEGINNING LATIN II)

Forms Ordered: 15 Responses: 13 (87%)

Response Scale
 E = Excellent
 VG = Very Good
 G = Good
 F = Fair
 P = Poor

	E	VG	G	F	P	(N)
1. Description of course objectives and assignments	3 23%	8 62%	2 15%	0 0%	0 0%	13
2. Communication of ideas and information	5 38%	4 31%	3 23%	1 8%	0 0%	13
3. Expression of expectations for performance in class	7 54%	3 23%	3 23%	0 0%	0 0%	13
4. Availability to assist students in or out of class	7 54%	5 38%	0 0%	1 8%	0 0%	13
5. Respect and concern for students	6 46%	5 38%	1 8%	1 8%	0 0%	13
6. Stimulation of interest in the course.	6 46%	4 31%	1 8%	2 15%	0 0%	13
7. Facilitation of learning.	7 54%	2 15%	1 8%	3 23%	0 0%	13
8. Overall assessment of instructor.	6 46%	5 38%	2 15%	0 0%	0 0%	13

1. What did you like about the course and/or instructor? Give examples.

Material was given with great enthusiasm. Received extra history lessons. Bonus! etc

The instructor presented material with clarity and was well delivered.

1. What did you like about the course and/or instructor? Give examples.

I enjoyed the wealth of background knowledge you brought to the class, such as knowing when and why a phrase came to be.

1. What did you like about the course and/or instructor? Give examples.

Gives tough quizzes that prepare you for the tests ~~class~~ and really makes you learn material which is a good thing. This will really help with Latin III.

1. What did you like about the course and/or instructor? Give examples.

Doing vocab quizzes regularly before going into a chapter

1. What did you like about the course and/or instructor? Give examples.

~~It was~~ He was enthusiastic/passionate about the language which makes it more fun to learn, and interesting because he was knowledgeable on the language - knew "fun facts" and many cool English relatable things.

Enjoyed this class!

1. What did you like about the course and/or instructor? Give examples.

Was very informative, especially ~~in~~ ^{with} regards to linguistics and word origins. This helped me make connections to remember the language better.

1. What did you like about the course and/or instructor? Give examples.

Seemed very interested in the subject - had good background stories to tell

Was very patient with students

1. What did you like about the course and/or instructor? Give examples.

The enthusiasm.

1. What did you like about the course and/or instructor? Give examples.

You ~~were~~ kept the course interesting

LATIN 102 SPRING 2013

The ratings below are manually tabulated from completed evaluations which were submitted via Scantron. Around half of the class was present and elected to fill out the evaluation at the time they were administered. I can provide scans or photocopies if desired to authenticate the document.

<i>Course Content Statements</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
The course materials helped me understand the subject matter	7	4	2		
The work required of me was appropriate based on course objectives	9	4			
The tests, projects, etc. accurately measured what I learned in this course	9	2	2		
This course encouraged me to think critically	9	2	2		
I learned a great deal in this course	9	1	3		
<i>Instructor Statements</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
The instructor provided clear expectations for the course	10	3			
The instructor communicated effectively	11	1	1		
The instructor stimulated my interest in the subject matter	10	2		1	
The instructor provided helpful feedback on my work	8	4	1		
The instructor demonstrated respect for students	10	3			
The instructor demonstrated mastery of the subject matter	13				
<i>Summary Statements</i>	<i>5 Excellent</i>	<i>4</i>	<i>3 Satisfactory</i>	<i>2</i>	<i>1 Poor</i>
Overall course content rating	8	2	2	1	
Overall instructor rating	11	2			

Below is the full selection of free response questions to which students supplied answers, scanned from the original documents. Not every student who filled out an evaluation form elected to provide a response to the questions.

What did you like about the course and/or instructor? Please give examples.

Mastery of language.

What did you like about the course and/or instructor? Please give examples.

He made jokes.

What did you like about the course and/or instructor? Please give examples.

David makes sure to go into detail on every subject he teaches us and makes certain we really understand before moving on. He is always available for questions and explains things in a way we understand easily.

What did you like about the course and/or instructor? Please give examples.

I thought the course was great and the teacher was very competent. I appreciated the push with frequent homework assignments and quizzes. That's definitely necessary in a language course. Explanations were always clear and easy to understand. Great job!

What did you like about the course and/or instructor? Please give examples.

- quite knowledgeable!
- tried to make course as interesting as possible
- always able to help!

What did you like about the course and/or instructor? Please give examples.

I liked that the instructor was friendly, funny, and approachable. He was not too lenient to the point where you didn't have to learn, but lenient enough that he understood simple mistakes and would not penalize you too harshly.

What did you like about the course and/or instructor? Please give examples.

Great teacher, really understood the material and taught very well.

What did you like about the course and/or instructor? Please give examples.

Great teacher.

What did you like about the course and/or instructor? Please give examples.

I learned a lot. In the first 2 days of class I learned more about grammar than I had in 13 years of public school.

What aspects of the course and/or the instructor's instructional methods should be improved?
Please give examples.

More Exams

What aspects of the course and/or the instructor's instructional methods should be improved?
Please give examples.

- perhaps slow down a bit?

What aspects of the course and/or the instructor's instructional methods should be improved?
Please give examples.

n/a

What aspects of the course and/or the instructor's instructional methods should be improved?
Please give examples.

Staying focused more, more helpful tips for memorization.

What aspects of the course and/or the instructor's instructional methods should be improved?
Please give examples.

It would be nice if he had told us from the beginning whether he wanted us to raise our hands or not. Sometimes he wanted us to, and sometimes he took shoutouts. It was very confusing.

What aspects of the course and/or the instructor's instructional methods should be improved?
Please give examples.

Latin is very difficult. I gave not a class or language major so it should've been much easier for us.

Please list additional comments and/or suggestions.

Test we grade very strictly

Please list additional comments and/or suggestions.

Thank you for being a great instructor!



Please list additional comments and/or suggestions.

Thank you so much for all of your help Mr Stifler!! 😊

Please list additional comments and/or suggestions.

Easier quizzes/exams, more time on syntax

Please note: The Duke University/Trinity College student evaluation system is not fully accessible to graduate instructors, and as a result I am able to provide only a limited representation of the evaluations present. Please refer to the faculty and peer observations for more detailed comments on my teaching at Duke.

GREEK 101 FALL 2016

Fall 2016		Mean	1	2	3	4	5
Course Quality	1. Give an overall rating for the quality of this course.	4.60	.	.	.	2	3
	2. Give an overall rating for quality of instruction.	4.60	.	.	.	2	3
	3. Overall, how much did you learn in this course.	4.80	.	.	.	1	4
	4. How would you characterize the workload in this course?	3.40	.	.	3	2	.
	5. How difficult was this course for you?	3.40	.	.	3	2	.
Course Dynamics	1. The course materials (readings, textbooks, labs, online, etc.) engaged my interest.	4.60	.	.	.	2	3
	2. The course assignments (papers, projects, problem sets, etc.) helped me learn.	5.00	.	.	.	.	5
	3. The course was well-structured and organized.	4.80	.	.	.	1	4
	4. The course expectations and requirements were clear.	4.80	.	.	.	1	4
	5. The course was intellectually stimulating and made me think.	4.60	.	.	.	2	3
	6. The grading procedures were appropriate and fair.	4.80	.	.	.	1	4
Instructor 1	1. Please rate the overall quality of instruction from this instructor (instructor 1).	4.60	.	.	.	2	3
	2. Instructor 1 had a thorough knowledge of the subject matter.	4.80	.	.	.	1	4
	3. Instructor 1 was enthusiastic about the course.	4.80	.	.	.	1	4
	4. Instructor 1 explained material clearly and in a way that enhanced my understanding.	4.40	.	.	1	1	3
	5. Instructor 1 was well prepared.	4.80	.	.	.	1	4
	6. Instructor 1 provided timely and helpful feedback on my work and performance in the course.	4.80	.	.	.	1	4
	7. Instructor 1 was willing to meet and help students outside of class.	5.00	.	.	.	.	5
	8. Instructor 1 fostered a positive class dynamic and atmosphere conducive to learning.	4.40	.	.	1	1	3
Instructor 2, if applicable	1. Please rate the overall quality of instruction from this instructor (instructor 2).	.	.	.	.	.	.
	2. Instructor 2 had a thorough knowledge of the subject matter.	.	.	.	.	.	.
	3. Instructor 2 was enthusiastic about the course.	.	.	.	.	.	.
	4. Instructor 2 explained material clearly and in a way that enhanced my understanding.	.	.	.	.	.	.
	5. Instructor 2 was well prepared.	.	.	.	.	.	.
	6. Instructor 2 provided timely and helpful feedback on my work and performance in the course.	.	.	.	.	.	.
	7. Instructor 2 was willing to meet and help students outside of class.	.	.	.	.	.	.
	8. Instructor 2 fostered a positive class dynamic and atmosphere conducive to learning.	.	.	.	.	.	.
Trinity College Learning Objectives	1. Gaining factual knowledge.	4.80	.	.	.	1	4
	2. Understanding fundamental concepts and principles.	4.60	.	.	.	2	3
	3. Learning to apply knowledge, concepts, principles, or theories to a specific situation or prob..	4.40	.	.	1	1	3
	4. Learning to analyze ideas, arguments, and points of view.	2.80	2	1	.	.	2
	5. Learning to synthesize and integrate knowledge.	4.40	.	.	1	1	3
	6. Learning to conduct inquiry through methods of the field.	4.00	1	.	.	1	3
	7. Learning to evaluate the merits of ideas and competing claims.	2.80	2	1	.	.	2
	8. My ability to effectively communicate ideas orally.	3.80	1	.	.	2	2
	9. My ability to effectively communicate ideas in writing.	3.60	1	.	1	1	2
	How many hours per week, on average, did you spend outside of scheduled class time (inclu..	3.20	.	1	2	2	.

Instructions for printing:
[http://assessment.aas.duke.edu
 /Tableau_CE_users_guide.htm#basic_print](http://assessment.aas.duke.edu/Tableau_CE_users_guide.htm#basic_print)

Link to response codes:
[http://assessment.aas.duke.edu
 /Trinity_CE_codes.htm](http://assessment.aas.duke.edu/Trinity_CE_codes.htm)

Subject Catalog

(All)

GREEK 101.01 (7402)

Course:	ELEMENTARY GREEK
Instructor 1:	Stifler,David W.F.
Instructor 2:	
Forms returned:	5
Combined enrollment:	8
Return rate as %:	62.500

	Y
Would you recommend this course to other students?	5

Instructor course description, if appl.: Click the arrow below to open written comments.



GREEK 102 SPRING 2017

Spring 2017 GREEK 102.01 (8138)

Question	Mean	1	2	3	4	5
Course Quality	1. Give an overall rating for the quality of this course.	5.00	.	.	.	1
	2. Give an overall rating for quality of instruction.	4.00	.	.	1	.
	3. Overall, how much did you learn in this course.	5.00	.	.	.	1
	4. How would you characterize the workload in this course?	4.00	.	.	.	1
	5. How difficult was this course for you?	4.00	.	.	.	1
Course Dynamics	1. The course materials (readings, textbooks, labs, online, etc.) engaged my interest.	5.00	.	.	.	1
	2. The course assignments (papers, projects, problem sets, etc.) helped me learn.	5.00	.	.	.	1
	3. The course was well-structured and organized.	5.00	.	.	.	1
	4. The course expectations and requirements were clear.	5.00	.	.	.	1
	5. The course was intellectually stimulating and made me think.	5.00	.	.	.	1
	6. The grading procedures were appropriate and fair.	5.00	.	.	.	1
Instructor 1	1. Please rate the overall quality of instruction from this instructor (instructor 1).	5.00	.	.	.	1
	2. Instructor 1 had a thorough knowledge of the subject matter.	5.00	.	.	.	1
	3. Instructor 1 was enthusiastic about the course.	5.00	.	.	.	1
	4. Instructor 1 explained material clearly and in a way that enhanced my understanding.	5.00	.	.	.	1
	5. Instructor 1 was well prepared.	5.00	.	.	.	1
	6. Instructor 1 provided timely and helpful feedback on my work and performance in the c..	4.00	.	.	.	1
	7. Instructor 1 was willing to meet and help students outside of class.	5.00	.	.	.	1
	8. Instructor 1 fostered a positive class dynamic and atmosphere conducive to learning.	4.00	.	.	.	1
Instructor 2, if applicable	1. Please rate the overall quality of instruction from this instructor (instructor 2).	.	.	.	.	.
	2. Instructor 2 had a thorough knowledge of the subject matter.	.	.	.	.	.
	3. Instructor 2 was enthusiastic about the course.	.	.	.	.	.
	4. Instructor 2 explained material clearly and in a way that enhanced my understanding.	.	.	.	.	.
	5. Instructor 2 was well prepared.	.	.	.	.	.
	6. Instructor 2 provided timely and helpful feedback on my work and performance in the c..	.	.	.	.	.
	7. Instructor 2 was willing to meet and help students outside of class.	.	.	.	.	.
	8. Instructor 2 fostered a positive class dynamic and atmosphere conducive to learning.	.	.	.	.	.
Trinity College Learning Objectives	1. Gaining factual knowledge.	5.00	.	.	.	1
	2. Understanding fundamental concepts and principles.	5.00	.	.	.	1
	3. Learning to apply knowledge, concepts, principles, or theories to a specific situation or ..	5.00	.	.	.	1
	4. Learning to analyze ideas, arguments, and points of view.	5.00	.	.	.	1
	5. Learning to synthesize and integrate knowledge.	5.00	.	.	.	1
	6. Learning to conduct inquiry through methods of the field.	5.00	.	.	.	1
	7. Learning to evaluate the merits of ideas and competing claims.	5.00	.	.	.	1
	8. My ability to effectively communicate ideas orally.	5.00	.	.	.	1
	9. My ability to effectively communicate ideas in writing.	5.00	.	.	.	1
How many hours per week, on average, did you spend outside of scheduled class time (in..	3.00	.	.	1	.	.

Instructions for printing:
http://assessment.aas.duke.edu/Tableau_CE_users_guide.htm#basic_print

Link to response codes:
http://assessment.aas.duke.edu/Trinity_CE_codes.htm

Choose course:

GREEK 102.01 (8138)

course	ELEMENTARY GREEK
Instructor 1:	Stifler,David W.F.
Instructor 2:	
Forms returned:	1
Com bined enrollment:	6
Return rate as %:	16.667

	Y
Would you recommend this course to other students?	1

Instructor course description, if appl. Click the arrow below to open written comments.



Spring 2018

		LATIN 203.01 (3895)		Responses			
		N	Mean	3	4	5	N/A
Overall rating	The course has clearly defined student learning obje...	3	5.00			3	
	The course had clear expectations for assignments ...	3	5.00			3	
	Overall the course was:	3	4.00	1	1	1	
	Overall, instructor 1 was:	3	4.67		1	2	
	Overall, instructor 2 was:	0					3
	Overall, instructor 3 was:	0					3
Course dynamics	The course had a welcoming and inclusive classroo...	3	4.33		2	1	
	Please characterize the difficulty of the subject matte...	3	4.00		3		
	How much did you learn from this course?	3	4.67		1	2	
Trinity College learning objectives	This course helped me gain factual knowledge.	3	4.33		2	1	
	This course helped me understand fundamental con...	3	4.67		1	2	
	This course helped me learn to apply knowledge, co...	3	4.00	1	1	1	
	This course helped me learn to analyze ideas, argu...	3	4.00		3		
	This course helped me learn to synthesize and integ...	3	5.00		3		
	This course helped me learn to conduct inquiry throu...	3	4.33		2	1	
	This course helped me learn to evaluate the merits o...	3	5.00		3		
	This course helped me to effectively communicate id...	3	5.00		3		
	This course helped me to effectively communicate id...	3	5.00		3		

First, choose course:

LATIN 203.01 (3895)

Subject and catalog	LATIN 203.01 (3895)
Course title	INTERMEDIATE LATIN
Combined enrollment (all crosslists)	6
N submissions	3
Return rate (as %)	50

The purpose of this report is to provide a quick summary of question means and response frequencies for an individual course. You may select one course at a time in the upper-right menu.

To release these data to students (i.e., opt-into the Trinity SACES system), complete this form: http://bit.ly/SACES_change

Click here to open the list of response codes for each question. <https://assessment.trinity.duke.edu/course-evaluation-codes-trinity-college>

To print to PDF, find the option to **Download PDF**, then the options *Landscape* and *This Dashboard*, then download.

To access a comprehensive Users' Guide, click here: <https://assessment.trinity.duke.edu/tableau-user-guide>

		LATIN 203.01 (3895)					
		N	Mean	6	7	8	10
Student engagement in course	How many hours per week on average did you spend on this course (outside of class meetings)?	3	7.00	1	1	1	
	About what percent of the class meetings (including discussions, labs, etc) did you attend in person?	3	10.00				3

Instructor report: Basic course... Instructor report: Course, with ... Instructor report: Written com...

LATIN 203.01 (3895)

First, choose course:

*
 LATIN 203.01 (3895)

What would you like to say about this course to a student who is considering taking it in the future?

Avg. Overall the course was:

Avg. Overall, instructor 1 was:

Avg. The course has clearly defined student learning objectives.

Avg. Please characterize the difficulty of the subject matter:

Avg. How much did you learn from this course?

...especially for students with weaker backgrounds in Latin. I really enjoyed what I was learning, but was stressed out about how quickly I needed to b

Keep Only Exclude

The content of this course is very interesting and the instructor was very engaging. However, the workload and pace of the course can be overwhelming, especially for students with weaker backgrounds in Latin. I really enjoyed what I was learning, but was constantly stressed out about how quickly I needed to be learning it.

LATIN 203.01 (3895)

follow the instructions for opening your file in Excel.

Would you like to provide any other comments about this course?

Avg. Overall the course was:
Avg. Overall, instructor 1 was:
Avg. The course has clearly defined stud..
Avg. Please characterize the difficulty of the subje..
Avg. How much did you learn from this c..

Overall pretty small course (in Spring semester at least) so you will have to participate a lot, but that's honestly pretty rewarding because it helps you learn more	4	5	5	4	5
---	---	---	---	---	---

To access a comprehensive Users' Guide:
<https://assessment.trinity.duke.edu/tableau-user-guide>

✓ Keep Only ✕ Exclude ☰

Overall pretty small course (in Spring semester at least) so you will have to participate a lot, but that's honestly pretty rewarding because it helps you learn more