

## Teacher Quality of Teaching Evaluation

Primary Indicator:	Teaching attitude				Weight:	0.05			
	Secondary indicators	Secondary weight	Evaluation type	Indicator type	Indicator level	Is it mandatory to fill in?	At least word count	Maximum number of characters	Note
1	Does the teacher's demeanor meet the standards: Is the teacher's appearance and behavior appropriate during class?	0.5	Objective question	Forward	Five-level system	Yes			
2	Teaching behavior: Is the teacher's classroom behavior standardized?	0.5	Objective question	Forward	Five-level system	Yes			

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Primary Indicator:	Teaching content				Weight:	0.1			
	Secondary indicators	Secondary weight	Evaluation type	Indicator type	Indicator level	Is it mandatory to fill in?	At least word count	Maximum number of characters	Note
1	Proficiency: Is the teacher proficient in the teaching content?	0.5	Objective question	Forward	Five-level system	Yes			
2	Is the amount of information in the classroom sufficient and appropriate?	0.25	Objective question	Forward	Five-level system	Yes			
3	Key points and difficulties: Is the content taught by the teacher highlighted as key points, and are the difficulties clearly overcome?	0.25	Objective question	Forward	Five-level system	Yes			

Primary Indicator:	Teaching methods					Weight:	0.05			
	Secondary indicators	Secondary weight	Evaluation type	Indicator type	Indicator level	Is it mandatory to fill in?	At least word count	Maximum number of characters	Note	
1	Is the appropriateness: Are teaching methods suitable for the teaching content?	0.5	Objective question	Forward	Five-level system	Yes				
2	Innovativeness: Do you focus on innovative teaching methods (including flipped classrooms, blended learning, etc.), and how effective are they?	0.5	Objective question	Forward	Five-level system	Yes				

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Primary Indicator	Basic teaching skills				Weight:	0.075			
	Secondary indicators	Secondary weight	Evaluation type	Indicator type	Indicator level	Is it mandatory to fill in?	At least word count	Maximum number of characters	Note
1	Classroom Organization: How is the attendance rate of students? Is the discipline of classroom organization good?	0.5	Objective question	Forward	Five-level system	Yes			
2	Is the language expression and logic: Is the teacher's language expression clear? Is the Mandarin standard? Is the logic strong?	0.25	Objective question	Forward	Five-level system	Yes			
3	Teaching methods: In terms of theoretical instruction, is the teacher's chalkboard writing appropriate, is the level of information-based teaching practical, and is the combination of chalkboard writing and information-based teaching methods reasonable? In terms of practical skills courses, how is the teacher's demonstration effect?	0.5	Objective question	Forward	Five-level system	Yes			

Primary Indicator:	Teaching Effectiveness				Weight:	0.125			
	Secondary indicators	Secondary weight	Evaluation type	Indicator type	Indicator level	Is it mandatory to fill in?	At least word count	Maximum number of characters	Note
1	Classroom charisma: Is the teacher's classroom charisma strong? How is the classroom atmosphere?	0.4	Objective question	Forward	Five-level system	Yes			
2	Teacher-student interaction: How is the teacher-student interaction? Is the student participation high?	0.2	Objective question	Forward	Five-level system	Yes			
3	How is the sense of gain among students in the classroom?	0.4	Objective question	Forward	Five-level system	Yes			

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Primary Indicator:	Educating and cultivating people				Weight:	0.1			
	Secondary indicators	Secondary weight	Evaluation type	Indicator type	Indicator level	Is it mandatory to fill in?	At least word count	Maximum number of characters	Note
1	How effective is the implementation of ideological and political education in conjunction with teaching content and teaching process?	0.5	Objective question	Forward	Five-level system	Yes			
2	Innovative and entrepreneurial education: Implement the effects of innovative and entrepreneurial education by integrating teaching content with the teaching process.	0.5	Objective question	Forward	Five-level system	Yes			

Primary Indicator:	Teacher teaching				Weight:	0.5			
	Secondary indicators	Secondary weight	Evaluation type	Indicator type	Indicator level	Is it mandatory to fill in?	At least word count	Maximum number of characters	Note
1	Does the practical course guide students to improve their basic professional abilities correctly based on the current teaching tasks?	0.25	Objective question	Forward	Five-level system	Yes			
2	Does the practical course teaching content apply the knowledge learned to actual operations?	0.25	Objective question	Forward	Five-level system	Yes			
3	Does the practical course teaching process correctly reflect the requirements of the math objectives, focusing on the hierarchical structure, stimulating students' practical operation abilities, guiding students to explore and understand the essence, and the ability to think independently?	0.25	Objective question	Forward	Five-level system	Yes			
4	Was the integration of teaching resources effectively carried out during the practical course process to better reveal the occurrence, development process, and essence of knowledge?	0.25	Objective question	Forward	Five-level system	Yes			