

DEPARTMENT OF [Name] PEER COURSE EVALUATION-Observation

Instructor _____ Course _____

Date _____ Evaluator _____

At the instructor's request, the department chair or another faculty member may be invited to visit a class and observe the instructor's teaching. Faculty evaluators should receive a course syllabus and a brief pre-visit description of course goals, lesson objectives, and the teaching method to be observed.

Below is a list of instructor behaviors that may occur within a given class or course. Please use it as guide to making observations, not as a list of required characteristics.

Content Organization

- | | |
|--|---|
| <input type="checkbox"/> Clearly stated the purpose/objectives of the lesson | <input type="checkbox"/> Defined new terms and concepts clearly |
| <input type="checkbox"/> Related lesson to the "big picture" of the current unit | <input type="checkbox"/> Provided appropriate examples and illustrations of ideas |
| <input type="checkbox"/> Presented topics with a logical sequence | <input type="checkbox"/> Summarized major points of lesson |
| <input type="checkbox"/> Paced lesson appropriately | <input type="checkbox"/> Responded to problems raised during lesson |

Comments:

Student Engagement

- | | |
|--|--|
| <input type="checkbox"/> Used appropriate verbal and nonverbal communication strategies to keep students engaged | <input type="checkbox"/> Asked students to provide specific evidence in support of their answers (i.e. "do the results make sense?") |
| <input type="checkbox"/> Maintained appropriate mix of instructor-led time and student-led time | <input type="checkbox"/> Utilized student collaboration strategies (e.g. lab activities, collaborative problem solving, interactive demos, etc.) |
| <input type="checkbox"/> Provided opportunities for students to be actively engaged in the material | |

Comments:

Classroom Interactions

- | | |
|---|---|
| <input type="checkbox"/> Provided opportunities for student discussion | <input type="checkbox"/> Responded to nonverbal cues of confusion, curiosity |
| <input type="checkbox"/> If used, discussion stayed focused on class goals | <input type="checkbox"/> Maintained eye contact with students |
| <input type="checkbox"/> Asked a variety of question levels to formatively assess student understanding | <input type="checkbox"/> Moved around the room periodically to maintain student attention |
| <input type="checkbox"/> Welcomed and responded to student questions effectively | <input type="checkbox"/> Used humor appropriately to strengthen retention and interest |
| <input type="checkbox"/> Responded to student questions with respect | <input type="checkbox"/> Projected voice so easily heard |
| <input type="checkbox"/> Used enough "wait time" to allow for responses | <input type="checkbox"/> Used intonation to vary emphasis |
| <input type="checkbox"/> Recorded student comments on the board/overhead | <input type="checkbox"/> Interacted with student informally before and after class |

Comments:

Instructional Materials and Environment

- | | |
|---|--|
| <input type="checkbox"/> Provided appropriate resources for students to prepare for the lesson | <input type="checkbox"/> Used appropriate technology to support classroom interactions |
| <input type="checkbox"/> Supported lesson with useful classroom discussions and problem solving/exercises | |

Comments:

Content Knowledge and Relevance

- | | |
|---|---|
| <input type="checkbox"/> Presented material aligned with the lesson objectives | <input type="checkbox"/> Demonstrated command of subject matter |
| <input type="checkbox"/> Presented material appropriate to student knowledge & background | <input type="checkbox"/> Cited evidence to support statements (e.g. experimental data, derivation, logical reasoning, etc.) |
| <input type="checkbox"/> Presented material appropriate to stated purpose of the course | <input type="checkbox"/> Emphasized a conceptual grasp of the material |

Comments:

Summary of Evaluation:

Best Practices Used:	
Commendations:	
Recommendations:	

