

Peer Faculty Teaching Observation Form (Physics & Astronomy)

Version 02/10/2018

Faculty member Name and Department: _____

Faculty Evaluator Name, Title, Department: _____

Signature of Faculty Evaluator: _____

Course Department and Number: _____

Date of Observation: _____

Time of Observation: _____

Location of Observation: _____

Number of Students in Attendance: _____

The next pages do not necessarily contain mandatory metrics, but are intended to provide helpful suggestions for the faculty evaluator. **Page 2** is to be completed during the observation. **Page 3** contains questions for after the observation. For additional comments, use **Page 4**.

Structured Observations:

Tally the number of times each of the following interaction/behaviors between teacher and student occurs. (An easy way to do this is to make a tick mark in the appropriate box every two minutes.) Or provide percentages.

Instructor Lecturing	
Students working in groups or individually	
Instructor and students engaged in question/answer or discussion	

General Observations:

Mark the box that best fits your observation.

Preparation?	Evident	Somewhat evident	Not evident
Speech quality and delivery?	Consistent controlled vocal variety with expression	Vocal variety and expression with occasional lack of control	Uncontrolled vocal variety: monotone, too soft, too loud
Eye Contact?	Excellent	Needs to make more	Eyes on notes, facing board, and/or looking above students
Students at ease?	Students at ease with instructor	Somewhat, but needs more work	Poor connection between instructor and students
Student involvement and feedback	Encourages and uses in lesson	Encourages, but doesn't use well	Doesn't involve students or use feedback

Overall:

How does the instructor's approach to teaching support meaningful student learning?

- Speaks clearly and audibly
- Writes clearly and legibly/slides are well designed
- Shows enthusiasm for subject and teaching
- Encourages student participation

Are students actively and intellectually engaged with the content?

- Instructor makes regular use of questions and activities to engage students with material
- Instructor poses questions that cause students to think (how? why?) not just recall
- High proportion of student talk vs. instructor talk
- Students talk with each other about the material as well as talking to the instructor

Are the instructor and students engaged in a positive, productive learning community?

- Instructor respects and encourages student contributions
- Students appear at ease asking questions and interacting with instructor
- Instructor moves through classroom, interacting with individual students and groups
- Students exchange ideas, listen critically, and respectfully challenge each other

Summary assessment:

Recommendations:

Other Comments: