

**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:** \_\_\_\_\_

**Class Enrollment:** \_\_\_\_\_

**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.

| <b>Preparation</b>                      | Evident  | Somewhat evident   | Not evident  |
|---|--|--|--|
| <b>Speech quality and delivery</b>      | Consistent controlled vocal variety with expression                | Vocal variety and expression with occasional lack of control | Uncontrolled vocal variety: monotone, too soft, too loud   |
| <b>Eye Contact</b>                      | Excellent  | Needs to make more   | Eyes on notes, facing board, and/or looking above students |
| <b>Movement</b>                         | Moves around when lecturing and engages every section of the class | Moves around sometimes but static for minutes at a time      | Stands in one place, no movement                           |
| <b>Student involvement and feedback</b> | 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
- 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

**Other Comments:**