

CHHS Faculty Peer Evaluation of Teaching Form

Directions: Review the course syllabus and the class or learning objectives prior to observing the instructor. After observing the class or module, check the number across from each statement that most closely agrees with your observations of the instructor. Meet with the instructor to provide verbal and written feedback.

COURSE: _____ MODE: (circle) online or classroom
INSTRUCTOR: _____ NUMBER OF STUDENTS: _____
OBSERVER: _____ DATE: _____
Date faculty member and peer reviewer met to discuss the review _____

CODE: **NA** = Not applicable/unable to evaluate. Please explain under comments.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

I. CLASS/MODULE CONTENT

		1	2	3	4	5	NA
1.	Material presented is current and scholarly.						
2.	Examples are relevant to students' experience and program level.						
3.	Different viewpoints are discussed.						
4.	Amount of material presented is adequate for the program level (i.e. undergraduate, graduate, & doctorate).						
5.	Concepts and principles are appropriate for level of student.						
6.	Relationship of theory to practice is apparent.						
8.	Maintained focus on the main topics and themes.						
9.	Teaching method appropriate for content presented.						

PARTICULAR STRENGTHS/SUGGESTIONS FOR IMPROVEMENT:

II. CLASS/MODULE ORGANIZATION

		1	2	3	4	5	NA
1.	Purpose of class/module is stated.						
2.	Relationship between present and previous material is stated.						
3.	Content discussed in a systematic manner that coincides to syllabus and course objectives.						
4.	Uses appropriate pedagogical methods to determine student understanding.						
5.	Uses examples to clarify difficult concepts.						
6.	Encourages students to ask questions; responds to students' questions; encourages discussion.						
7.	Pauses after questions to allow students time for thought.						
8.	Summarizes important ideas.						
9.	Addresses problems raised during class/within module.						
10.	Relates current lecture/discussion to future class/module.						

PARTICULAR STRENGTHS/SUGGESTIONS FOR IMPROVEMENT:

III. CLASS/MODULE TEACHING MATERIALS

		1	2	3	4	5	NA
1.	Course materials were organized, easy to follow.						
2.	If provided, handouts were relevant to class/module content.						
3.	Instructional medium were relevant to class/module content and class level.						
4.	Learning activities promoted achievement of stated learning objectives for class/module.						

PARTICULAR STRENGTHS/SUGGESTIONS FOR IMPROVEMENT:

III. INSTRUCTOR'S PRESENTATION STYLE

		1	2	3	4	5	NA
1.	Instructor's comments are easily heard/understood.						
2.	Speech mannerisms/written responses are not distracting (e.g., "ah-h," "okay").						
3.	Tone of verbal or written response validates student comments.						
4.	Maintains eye contact with class.						
5.	Instructor is responsive to student questions/comments.						
6.	Body language is congruent with oral messages.						
7.	Responds appropriately to students' cues (e.g., signs of boredom, puzzlement, weariness, etc.)						

PARTICULAR STRENGTHS/SUGGESTIONS FOR IMPROVEMENT:

Date of Origin: 6/98
Revised: 5/05; 1/09
Reviewed 5/17

CHHS Clinical Faculty Peer Evaluation Form

Instructor		Date:	
Observer		Focus:	
Course			
Site			

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	1	2	3	4	5	N/O
Course Planning and Preparation						
1. Makes explicit and clear to the students the expectations for their performance in the clinical portion of the course.						
2. Makes explicit and clear to the students the basis for the outcome evaluations (grading or criteria for pass/fail) in the clinical portion of the course.						
3. Expectations of the students are presented orally and in writing at the beginning of the rotation.						
Comments / Other:						
Engaging in Clinical Teaching	1	2	3	4	5	N/O
4. Demonstrates a comprehensive knowledge of the specialty.						
5. Shows evidence of being well prepared & well organized.						
6. Presents subject matter to students clearly.						
7. Demonstrates respect for different opinions and perspectives.						
8. Attempts to build on students' previous learning.						
9. Assists students in integrating concepts from specialty theory and related areas of study.						
10. Demonstrates interest and enthusiasm for the subject matter.						
11. Demonstrates clinical competence and expertise in practice.						
12. Arranges assignments to meet the individual learning needs of the students.						
13. Promotes increasing levels of independence for						

students.						
14. Is sensitive to stressful areas for students.						
15. Is available to students in the clinical area.						
16. Role models a professional approach to interacting with clients, staff, colleagues, and the public.						
17. Uses diverse teaching activities and methods to address a broad spectrum of learning styles within the class.						
Comments / Other:						
Assessing Student Learning and Providing Feedback	1	2	3	4	5	N/O
18. Fosters and stimulates critical thinking among students.						
19. Is equitable and consistent in the treatment of students.						
20. Is sensitive to student needs in-the-moment.						
21. Provides adequate feedback on student performance.						
22. Demonstrates support and encouragement of students.						
23. Returns written assignments in a timely manner.						
24. Evaluation is individualized, yet all students are held to standard.						
25. Encourages students to set their own goals for the course.						
26. Encourages and welcomes feedback from students related to all aspects of the course and instructor's teaching performance.						
Comments / Other:						
Additional comments on attached page(s):	Yes		No			