



Faculty Peer Evaluation of Teaching

School of Health and Applied Human Sciences

UNC Wilmington

Instructions for faculty member seeking peer evaluation

1. Before the class: (A) contact your assigned peer evaluator; (B) schedule observation and debriefing meeting; (C) fill in all the information on this page; and (D) give the whole form (including this page) to the evaluator before the lecture, calling attention to any special items you may have written down under "Pre-evaluation".
2. As soon as possible (no later than one week) after the class, meet with the peer evaluator to discuss feedback. Complete the final page (instructor's reaction), get signatures, and provide copies to your peer evaluator, School Director, and yourself.
3. All observations should last 50 minutes.

Name: _____ Evaluator's name: _____

Course: _____ Date of class: ___/___/___ Class length: _____ minutes

Lesson title/topic: _____

Pre-evaluation:

Class format: lecture laboratory small groups multiple formats Type of observation: Live Video

The instructor should specify here learning objectives for the session that will be observed:

1. _____
2. _____
3. _____
4. _____

The instructor should specify here any special items the evaluator should attend to or comment on:

1. _____ N/A
2. _____ N/A
3. _____ N/A
4. _____ N/A

11/2010

Instructions for the peer evaluator

1. Before the lecture: (A) thoroughly familiarize yourself with this entire form, especially the list below; (B) contact the faculty member seeking peer evaluation to confirm class location and time, and to highlight any special focus areas in which your attention is desired.
2. Be as unobtrusive as possible in the classroom. Sit at the back of the room. Be thinking about the items on the list below. As the class progresses, write your evaluations using concrete examples.
3. As soon as possible after the observed class, complete your write-up, email the completed form to the instructor, and discuss your comments with her/him. NOTE: If you are unable to comment on a specific aspect of the class, circle "N/A" (not applicable) or "D/K" (don't know).

Organization	Speaking Skills																																																												
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Evaluation:

When giving feedback, please note: (1) teaching strengths, (2) areas for improvement, (3) concrete examples from your observation.

Teacher organization. The extent to which the instructor made the class objectives explicit, provided a logical sequence to the presentation of material covered, followed the plan, summarized and synthesized content to enhance student learning, and showed evidence of having prepared the content, the audio/visual equipment, etc.

poor	satisfactory				superior
1	2	3	4	5	

N/A D/K

Variety and pacing of instruction. Extent to which the instructor employed a variety of instructional strategies, paced the class for interest and accomplishment of the goals, exhibited enthusiasm for the content, foster significant learning as opposed to memorization, and promoted class discussion.

poor	satisfactory				superior
1	2	3	4	5	

N/A D/K

Content knowledge. Extent to which instructor demonstrates broad, current, and accurate content and conveys its significance.

poor	satisfactory				superior
1	2	3	4	5	

N/A D/K

Presentation skills. The instructor's voice, tone, fluency, eye contact, rate of speech, gestures, use of space. Comment on the legibility and understandability of the audio/visual aids.

poor	satisfactory				superior
1	2	3	4	5	

N/A D/K

Teacher-student rapport. The verbal interaction present in class, the extent to which the teacher welcomed and appreciated student discussion or questions, showed genuine concern for student learning and development, displayed sensitivity to student points of view and problems, affirmed areas of strength and articulated opportunities for student improvement, and encourage students to seek assistance outside class.

poor	Satisfactory				superior
1	2	3	4	5	

N/A D/K

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Clarity. The extent to which the instructor used examples and questions effectively, responded thoroughly and clearly to student questions, defined new terms or concepts, emphasized major points.

poor	satisfactory			superior
1	2	3	4	5

N/A D/K

Summary

Overall rating of this particular class:

poor	satisfactory			superior
1	2	3	4	5

Evaluator's comments

Strengths

Opportunities for Improvement

11/2010

Instructor's Reaction

Signatures: This certifies that the instructor and evaluator met to discuss the foregoing observations.

Instructor's signature: _____ Date: _____

Evaluator's signature: _____ Date: _____