

Classroom Visitation Evaluation Form
Approved by Faculty Senate Spring 2011

Faculty member being reviewed: _____
Reviewer: _____
Course Title: _____
Review Date/Time: _____
Location: (Classroom No., Building) _____

Please note: The following questions simply serve as a template to help guide the review process. The objective is to provide reviewers with some items to think about and look for during the classroom visit. Some questions may not apply to the course being observed.

1. General Mechanics/Classroom Management:

- Begins and ends class on time
- Sees that everyone hears questions and answers
- Allows time after question for formulation of good answers
- Invites alternative or additional answers
- Involves a large proportion of the class
- Pursues student ideas when they are not clearly expressed
- Intervenes when discussion gets off the track or students behave inappropriately

COMMENTS:

2. Critical Thinking:

- Includes applications for problem solving and decision-making
- Distinguishes between fact and opinion, data and interpretation
- Emphasizes ways of solving problems rather than only providing solutions (where appropriate)
- Emphasizes important points
- Encourages students to evaluate their own or one another's answers (what would happen if you did it that way?)
- Encourages students to examine a variety of points of view before drawing conclusions or making judgments

COMMENTS:

3. Opening:

- Focuses student attention (by demonstration, activity, questions, review of previous class material, etc.) before launching into lecture
- Presents broader framework within which day's topic can be placed and related
- States goals or objectives for class sessions

COMMENTS:

4. Structure and Clarity:

- Indicates transitions
- Questions are easily understood, clear in intent and precisely expressed
- Summarizes discussion periodically

COMMENTS:

5. Pace:

- Seems about right
- Seems too slow
- Seems too fast

COMMENTS:

6. Classroom Relationships:

- Demonstrates a rapport with students
- Prevents or terminates discussion monopolies
- Makes it “safe” to speak
- Makes it “safe” to be wrong
- Shifts easily from presentation mode to questioning or discussion mode
- Provides opportunities for and encourages student participation and questions
- Checks to see whether answer has been understood
- Treats questions seriously rather than as interruptions
- Students appear to be attentive and engaged

COMMENTS:

7. Closing:

- Summarizes material covered
- Reviews upcoming deadlines/expectations

COMMENTS:

ADDITIONAL COMMENTS/SUGGESTIONS by reviewer:

FACULTY MEMBER RESPONSE:

Signatures/Dates:

Faculty Member: _____

Date: _____

Reviewer: _____

Date: _____

Conference Date: _____

Adapted from Cornell Center for Teaching and Learning and Shepherd Center for Teaching and Learning Peer Review Forms

This document will be shared by the reviewer with the faculty member at the face-to-face meeting. A copy of the completed classroom visitation evaluation form is to be given to the faculty member. The faculty member will submit the classroom evaluation form and faculty response with the annual report by March 1.