Faculty of Health Studies
Classroom Visitation

Date:

Faculty Member:

Course:

Location and time:

Observer:

Number of students:

Observations and evaluative comments presented here are limited to the class visited. This classroom visitation is a voluntary component of peer evaluation of teaching. The purpose of the classroom visitation is to promote quality instruction and improvement of teaching. The five-point scale accompanying each observation is based on the following definitions:

5 – Outstanding (e.g., exhibiting a distinguished degree of professionalism and accomplishment

4 – Above average (e.g., demonstration of above average teaching abilities)

3 – Average or satisfactory (e.g., identifiable weaknesses are offset by strengths

2 – Below expectations (e.g., specific problems are identified that overshadow strengths)

1 – Unacceptable (e.g., serious problems are identified which require prompt attention)

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1. **Level of Preparedness**   1   2   3   4   5

   (e.g., Is the class effectively planned or organized? Are learning objectives shared and realized?)

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2. **In-Class Presentation**   1   2   3   4   5

   (e.g., How is the class-time utilized? To what extent do the presentation strategies chosen enhance or detract from the learning environment? Does instructor demonstrate knowledge and enthusiasm for the subject matter?)

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3. **Use of Teaching Technologies**   1   2   3   4   5   n/a

   (e.g., Are the technologies used appropriate for the tasks at hand? How effectively were they integrated into the presentation?)

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4. **Faculty/Student Interaction**   1   2   3   4   5

   (e.g., Is the classroom marked by interactions which denote a climate of respect, openness, and fairness? How are differences managed and critical thought encouraged? Does instructor demonstrate knowledge and enthusiasm for the subject matter?)

5. Observation of Student Engagement   1   2   3   4   5

    (e.g., Are students constructively engaged in the learning process by active note-taking, participation in discussions, individual/group tasks, skills development, taking intellectual risks?)

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6. Clarity of Expectations   1   2   3   4   5

    (e.g., To what extent does the instructor convey student responsibilities, level of understanding expected, relative importance of materials presented, integrative possibilities with prior learning, locating content in the context of learning expectations?)

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7. Overall Impression:

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Instructor Observed Comments:

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_____ Signed (Instructor observed) _____ Date

_____ Signed (Observer) _____ Date

I consent to have this evaluation included in the material that the Dean shall use to construct his/her annual performance review.

_____ Signed (Instructor) _____ Date

Adopted at Health Studies Faculty Council - January 2009
Revised – November 2014