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