

Worksheet for Peer Review of Syllabus and Classroom Observation

Classroom Observation:

Instructor: _____ Course: _____

Date: _____ Observer: _____

Directions: Below is a list of behaviors that may occur within a given class or course. Please use it as a guide to making observations, not as a list of required characteristics. Respond to each statement using the following scale:

NA	NO	MR	AC
Not applicable or unable to rate	Not observed	More emphasis recommended	Accomplished

Check the box at the right that best represents your response. Use the comment space below each section to provide more feedback or suggestions.

Content organization

	NA	NO	MR	AC
1. Presented overview of the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Defined relationship of this lesson to previous and future lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Made clear statement of the purpose of the material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Presented topics with a logical sequence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Paced lesson appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Summarized major points of lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Presentation

	NA	NO	MR	AC
7. Projected voice so easily heard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Used intonation to vary emphases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Maintained eye contact with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Defined terms, concepts, and principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Presented examples to clarify points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Varied explanations for complex and difficult materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Presented helpful instructional materials to support lesson organization and major points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Instructor-student interactions

	NA	NO	MR	AC
14. Encouraged student questions and discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Gave satisfactory answers to student questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Asked questions to monitor student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Paced lesson to allow time for notetaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Kept discussion focused, not letting it drift too far off topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Content knowledge and relevance

	NA	NO	MR	AC
19. Presented material appropriate to stated purpose of course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Presented divergent viewpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Made distinctions between fact and opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Demonstrated command of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

23. What are the instructor's major strengths, as demonstrated in this observation?

24. What suggestions do you have for improving upon this instructor's skills?

Peer review of syllabus

	NA	NO	MR	AC
25. The stated course objectives are clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The course requirements, due dates, and grading policies are clearly stated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. The syllabus reflects graded assignments that will give students feedback on their progress before the deadline for dropping classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. The syllabus adequately outlines the sequence of topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. The outline and sequence of topics are logical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Additional comments:

The worksheet was reviewed by the observer and the instructor on _____ (date).

Signed:

Observer

Instructor

Approved 10/28/09