

UHAS PEER AND PROFESSIONAL EVALUATION/ OBSERVATION FORM

Lecturer/Tutor:

Peer Observer:

Type of Activity: Lecture Seminar Workshop Practical Other (Specify)

Duration:

Date & Time:

Title of Activity:

Level:

Course Code:

No. of Students:

(Please use criteria that apply to format of course activity observed).

Observation Review	Criteria-related Comments	Score
1. LEARNING OBJECTIVES/OUTCOMES		Please tick Appropriately 4 [] 3 [] 3 [] 2 [] 1 []
2. SUBJECT MATTER KNOWLEDGE/TEACHING QUALITY		4 [] 3 [] 3 [] 2 [] 1 []
3. ORGANIZATION/LEARNING RESOURCES		4 [] 3 [] 3 [] 2 [] 1 []

4. CLASSROOM RAPPORT		4 [] 3 [] 3 [] 2 [] 1 []
5. TEACHING STRATEGIES/METHODS		4 [] 3 [] 3 [] 2 [] 1 []
6. PRESENTATION		4 [] 3 [] 3 [] 2 [] 1 []
7. CLASSROOM MANAGEMENT		4 [] 3 [] 3 [] 2 [] 1 []
8. SENSITIVITY/RELATIONSHIPS		4 [] 3 [] 3 [] 2 [] 1 []
9. STUDENT SUPPORT		4 [] 3 [] 3 [] 2 [] 1 []

Observation Review	Criteria-related Comments	Score
10. INTERPERSONAL RELATIONSHIPS		4 [] 3 [] 3 [] 2 [] 1 []
11. ENVIRONMENT/PHYSICAL ASPECTS OF CLASSROOM		4 [] 3 [] 3 [] 2 [] 1 []
12. FEEDBACK		4 [] 3 [] 3 [] 2 [] 1 []

Observation Review	Criteria-related Comments	Score Please tick (J)
1. Learning Objectives/Outcomes		4 [] 3 [] 3 [] 2 [] 1 []
2. Subject Matter Knowledge/Teaching Quality		4 [] 3 [] 3 [] 2 [] 1 []
3. Organization/Learning Resources		4 [] 3 [] 3 [] 2 [] 1 []

4. Classroom Rapport		4 [] 3 [] 3 [] 2 [] 1 []
5. Teaching Strategies/Methods		4 [] 3 [] 3 [] 2 [] 1 []
6. Presentation		4 [] 3 [] 3 [] 2 [] 1 []
7. Classroom Management		4 [] 3 [] 3 [] 2 [] 1 []
8. Sensitivity/Relationships		4 [] 3 [] 3 [] 2 [] 1 []
9. Student Support		4 [] 3 [] 3 [] 2 [] 1 []
10. Interpersonal Relationships		4 [] 3 [] 3 [] 2 [] 1 []
11. Environment/Physical Aspects of Classroom		4 [] 3 [] 3 [] 2 [] 1 []
12. Feedback		4 [] 3 [] 3 [] 2 [] 1 []

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness: A. Outstanding B. Good C. Requires Improvement D. Inadequate

Score (%):

ACTIVITY OBSERVATION FORM B

CRITERIA FOR SCORING OF OBSERVATION

OUTSTANDING (4 Pts Each)

- 1. Learning objectives:** Clearly stated and criteria for excellence shared, displayed & understood; Main points summarized & emphasized.
- 2. Subject matter/teaching knowledge:** Excellent command and knowledge of subject matter; demonstrates breadth and depth of mastery; evidence of thorough planning, delivery/demonstration in the activity.
- 3. Organization/Learning Resources:** Well organized subject matter; evidence of thoroughness in preparation; ready availability of learning resources/materials & their easy accessibility.
- 4. Classroom Rapport:** Evidence of holding interest of students, courtesy / respect; demonstrates fairness & impartiality; encourages active participation; interacts with students, shows enthusiasm.
- 5. Teaching Strategies & Methods:** Using relevant teaching methods, aids, materials, techniques, & effective use of technology; includes variety, balance, imagination, group activity/involvement; use of simple, clear, precise & appropriate examples and contexts; Clearly focused on & meets stated objectives; a wide range of questions used which challenge students & stimulate high quality discussion.
- 6. Presentation:** Thorough planning at appropriate level; establishes classroom environment conducive to learning; maintains eye contact; uses a clear voice projection; activity is paced and structured to engage, motivate & maintain student's interest; proper

GOOD (3 Pts Each)

- 1. Learning objectives** are stated, displayed & understood; Main points summarized & emphasized.
- 2. Subject matter/teaching knowledge:** Good command and knowledge of subject matter; demonstrates good breadth and depth of mastery; evidence of good planning, delivery/demonstration in the activity.
- 3. Organization/Learning Resources:** Well organized subject matter; evidence of good preparation; ready availability of learning resources/materials.
- 4. Classroom Rapport:** Evidence of holding interest of students, courtesy / respect; demonstrates fairness & impartiality; encourages active participation; interacts with students, shows enthusiasm.
- 5. Teaching Strategies & Methods:** Evidence of using relevant teaching methods, aids, materials, techniques & effective use of technology; includes variety, balance, imagination, group activity/involvement; use of simple, clear, precise & appropriate examples; focused on, & meets many stated objectives; a range of questions used which challenge students & stimulate good discussion.
- 6. Presentation:** Good planning at appropriate level; establishes classroom environment conducive to learning; maintains eye contact; uses a clear voice projection; activity is paced and structured to engage, motivate & maintain student's interest; evidence of

Requires Improvement (2 pt)

- 1. Learning objectives** are stated & displayed; Main points are summarized.
- 2. Subject matter/teaching knowledge:** Some command and knowledge of subject matter; demonstrates some breadth and depth of mastery; evidence of some planning in the activity.
- 3. Organization/Learning Resources:** Fairly well organized subject matter; evidence of some preparation; availability of some learning resources/materials.
- 4. Classroom Rapport:** Some evidence of holding interest of students, courtesy / respect; demonstrates fairness & impartiality; encourages some participation.
- 5. Teaching Strategies & Methods:** Evidence of using some relevant teaching methods, aids, materials, techniques & use of technology; includes some variety, balance; use of simple, & appropriate examples; meets some stated objectives; a few questions used which challenge students & stimulate discussion.
- 6. Presentation:** Planning at appropriate level; establishes classroom environment conducive to learning; maintains some eye contact; voice projection is not very clear; activity is somewhat paced and structured; fair enunciation &

INADEQUATE (1 Pt Each)

- 1. Learning objectives** are not stated & displayed; Main points are not summarized.
- 2. Subject matter/teaching knowledge:** Limited command and knowledge of subject matter; demonstrates little breadth and depth of mastery; no evidence of planning in the activity.
- 3. Organization/Learning Resources:** Not well organized subject matter; little of evidence preparation; little or no learning resources/materials.
- 4. Classroom Rapport:** Little evidence of holding interest of students, courtesy / respect; No demonstrated fairness & impartiality; does not encourage participation.
- 5. Teaching Strategies & Methods:** Little use of relevant teaching methods, aids, materials, techniques & little or poor use of technology; includes little or no variety, balance; does not use simple & appropriate examples; meets few or no stated objectives; does not use questions to challenge students & stimulate discussion.
- 6. Presentation:** No evidence of planning; does not create classroom environment conducive to learning; maintains minimal eye contact; voice projection is not clear or poor; activity is not well structured;

enunciation & use of standard English.

7. Classroom Management: Meets class at scheduled times; is punctual & demonstrates wise time management; attends to course interaction; demonstrates leadership ability; maintains discipline and control.

8. Sensitivity/Relationships: Demonstrates emotional intelligence & sensitivity to students' personal culture, gender differences, equity & disabilities; shows empathy & responds appropriately in a non-threatening, pro-active learning environment.

9. Student Support: Clear recognition and differentiation of levels of ability & supports/assists students with academic problems and/or special needs; encourages all students to ask questions & gives opportunities for them to think, listen & explain their own answers to questions.

10. Interpersonal Relationships: Ensures relationships between students &/or staff is excellent; evidences self-confidence; maintains professional comportment and appearance.

11. Environment/Physical Aspects: Environment is well organized, purposeful, stimulating & suited to students' needs. Location and physical attributes of activity site/classroom are ideal for number of students in attendance & layout of room; No distractions affecting content delivery.

proper enunciation & use of standard English.

7. Classroom Management: Meets class at scheduled times; is mostly punctual & demonstrates good time management; attends to course interaction; demonstrates leadership ability; maintains discipline and control.

8. Sensitivity/Relationships: Demonstrates emotional intelligence & sensitivity to students' personal culture, gender differences, equity & disabilities; shows empathy & responds well in a non-threatening, pro-active learning environment.

9. Student Support: Evidence of clear recognition and differentiation of levels of ability & generally supports/assists students with academic problems and/or special needs; encourages students to ask questions & gives opportunities for them to think, listen & explain their own answers to questions.

10. Interpersonal Relationships: Ensures relationships between students &/or staff is good; evidences self-confidence; mostly maintains professional comportment and appearance.

11. Environment/Physical Aspects: Environment is well organized, purposeful, stimulating & suited to students' needs. Location and physical attributes of activity site/classroom are good for number of students in attendance & layout of room; minor distractions affecting content delivery.

use of standard English.

7. Classroom Management: Meets class at scheduled times; is sometimes punctual & demonstrates some time management; attends to course interaction; demonstrates some leadership ability; maintains some level of discipline and control.

8. Sensitivity/Relationships: Demonstrates some sensitivity to students' personal culture, gender differences, equity & disabilities; shows some empathy & responds in a non-threatening, pro-active learning environment.

9. Student Support: Some recognition and differentiation of levels of ability & generally supports/assists students with academic problems and/or special needs; encourages students to ask and answer questions.

10. Interpersonal Relationships: Ensures relationships between students &/or staff is good; evidences some level of self-confidence; maintains professional comportment and appearance.

11. Environment/Physical Aspects: Environment is fairly well organized & suited to students' needs. Location and physical attributes of activity site/classroom are fairly good for number of students in attendance & layout of room; Some distractions affecting content delivery.

poor enunciation & use of standard English.

7. Classroom Management: Does not meet class at scheduled times; is not punctual & demonstrates poor time management; demonstrates poor or no leadership ability; does not maintain good discipline and control.

8. Sensitivity/Relationships: Demonstrates little or no sensitivity to students' personal culture, gender differences, equity & disabilities; shows limited empathy & responds in a poor or threatening way in a learning environment.

9. Student Support: Little or no recognition and differentiation of levels of ability & does not support/assist students with academic problems and/or special needs; does not encourage students to ask questions.

10. Interpersonal Relationships: Does not ensure relationships between students &/or staff is good; low level of self-confidence; little or no professional comportment and poor appearance.

11. Environment/Physical Aspects: Environment is not well organized & suited to students' needs. Location and physical attributes of activity site/classroom are fairly good for number of students in attendance & layout of room; Major distractions affecting content delivery.

12. **Feedback:** Opportunity for student feedback & attention paid to their concerns, suggestions & recommendations; criteria for assessment is clear, feedback provided for work; students have opportunity to discuss feedback & how to improve; previous learning is built with opportunities for reflection & expectations for excellent student progress.

12. **Feedback:** There is opportunity for student feedback & attention paid to their concerns, suggestions & recommendations; criteria for assessment is clear, feedback is provided for work done; students have good opportunity to discuss feedback.

12. **Feedback:** There is some opportunity for student feedback & attention paid to their concerns, suggestions & recommendations; criteria for assessment is clear; students have some opportunity to discuss feedback.

12. **Feedback:** There is little or no opportunity for student feedback & little or no attention is paid to their concerns, suggestions & recommendations; no clear discussion of criteria for assessment; students have little or no opportunity to discuss feedback.

Max. Score = 4 Each X 12 = 48 (100%) Max. Score = 3 Each X 12 = 36 (75%)

Max. Score = 2 Each X 12 = 24 (50%) Max. Score = 1 Each X 12 = 12 (25%)