

Peer Observation Form Classroom Visitation

Faculty Member Being Observed	
Observer(s)	
Class Number/Section	
Course Title	
Date of Observation	
# of Students in Class	

Note: Article 15 of the CSU/CFA Collective Bargaining Agreement states:

When classroom visits are utilized as part of the evaluation of a faculty unit employee under this Article, the individual faculty unit employee being evaluated shall be provided a notice of at least five (5) days that a classroom visit is to take place. There shall be consultation between the faculty member being evaluated and the individual who visits his/her class(es).

Please make specific comments regarding your observations in the space provided for each category.

Overview of What Occurred During the Class

(e.g., nature of activity – lecture, small group discussion, computer lab, student presentations, etc. – and nature of content)

Importance & Suitability of Content

(e.g., relevance to course description and objectives; accuracy and currency; importance for this student group; amount of material; difficulty level; relevance to students’ experience; distinctions between fact and opinion)

Organization of Content

(e.g., purpose made clear; new terms and concepts well-defined; clarity of relationships between ideas presented; periodic summarization; emphasis on important points; adequate conclusion – summary, looking ahead, tying up loose ends)

Clarity of Presentation

(e.g., purpose made clear; new terms and concepts well-defined; simple, clear and relevant examples; alternative explanations when necessary; clear board work or other visual materials; useful summaries and restatements; appropriate level of abstraction; appropriate pacing)

Presentation (Effective Use of Innovative Pedagogy)

(e.g., attention to student comments and questions, variety and emphasis; enthusiasm, vitality, variety of approaches – activities, audio visual, voice characteristics – variety, emphasis, audibility; non-verbal communication, etc.)

Establishing & Maintaining Contact with Students

(e.g., eye contact; questioning students to gain attention or gauge progress; encouragement of student questions; handling of student questions; awareness of and reaction to signs of puzzlement, boredom, etc.; varying pace to allow students to keep up or take notes)

Student Reactions & Participation

(e.g., students attentive; student comments and questions; other evidence of student involvement and enthusiasm; extent of student participation – many or just a few)

Additional or Summary Comments (e.g., overall impressions; additional strengths; or suggestions for improvement)