# CNS Peer Classroom Observation Tool

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| Faculty Observed |  |  | Rank |  |
| Date of Observation |  |  | Course Observed |  |

**Content/Organization:** *Accuracy, depth, relevance, and currency of subject matter; amount/level and selection/development of topics covered; clarifying examples used; alignment of topics with course/curricular goals.*

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| ❏ Unsatisfactory Inappropriate, out of date, misleading, or factually incorrect information presented, or selection, level, or amount of content inappropriate for course. | ❏ Needs Improvement  Some weakness in selection, level, or amount of material, topics unconnected, poorly developed, or unrelated to course objectives. | ❏ Good  Subject matter and content level of high quality, presented from a variety of approaches to maximize student learning, and all topics clearly introduced, developed, and explicitly linked to course objectives | ❏ Excellent  Exemplary or creative selection, motivation, and development of topics discussed, and course objectives or expectations clearly embedded in class design. |
| **Comments:** ❏ Not Observed | | | |

**Instructional Delivery:** *Verbal, visual, and logical clarity of classroom presentation; communication techniques or media used; instructional strategies employed.*

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| ❏ Unsatisfactory Unintelligible or imprecise speech, unreadable visual material, unclear explanation of content, inappropriate instructional strategy, presentation too fast or slow, or instructor unprepared. | ❏ Needs Improvement  Some unmodulated or imprecise speech, visual aids absent or difficult to read, unclear content explanation, inadvisable instructional strategy, or presentation occasionally too fast or slow, or ineffective at holding audience attention. | ❏ Good  Presentation enthusiastic, verbally and visually clear and precise, effective explanation of content, held audience attention, appropriately paced, and use of effective and well-suited communication and instructional strategies or visual aids. | ❏ Excellent  Dynamic verbal and visual presentation, superlative explanation of content, variable and responsive pace, and use of innovative communication or instructional techniques requiring active or high-level student thinking. |
| **Comments:** ❏ Not Observed | | | |

**Classroom Environment/Interaction:** *Effectiveness of classroom as a learning environment; quality of faculty/student and student/student interactions; encouragement of student feedback; time management.*

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| ❏ Unsatisfactory Disrespectful instructor behavior, hostility to feedback, absence of focus on subject matter, bad time management, uncontrolled distracting student behaviors, or uncivil learning environment. | ❏ Needs Improvement  Unresponsive to student feedback, occasional distracting digressions, some misunderstanding of or inadequate response to questions, or poor classroom management or time usage. | ❏ Good  Student feedback invited, and enthusiastic and appropriate responses given to questions. Focused classroom environment conducive to learning. Good time management. Peer, team, or active learning, if used, done appropriately. | ❏ Excellent  Exceptional environment in which students freely participate in constructive dialog with instructor and, if appropriate, with other students. |
| **Comments:** ❏ Not Observed | | | |

**Examples of Teaching Excellence (if appropriate):**

**Summary and Recommendations:**

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| Date Form Returned to Department and Observed Faculty | |  |
| Observer Signature |  | |
| Observed Faculty Signature |  | |
| Department Chair Signature |  | |