

**Classroom Observation Rating Form
Peer Review
Clemson University School of Nursing**

Faculty Member _____ Course: _____
 Number of Students Present _____ Date _____
 Evaluator (Print Name) _____

Instructions to Evaluator: Please respond to each of the statements below by circling the number that most closely corresponds to your observations. Please draw a line through the rating numbers for any Non-Applicable item.

I. Importance and suitability of content

- | | |
|--|-----------|
| 1. Lecture material is relevant to course objectives and assigned readings | 5 4 3 2 1 |
| 2. Teaches at level appropriate to students | 5 4 3 2 1 |
| 3. Examples are given to form a connection with student's experiences | 5 4 3 2 1 |
| 4. Distinguishes between factual material and opinions | 5 4 3 2 1 |
| 5. Utilizes support material and cites authority appropriately | 5 4 3 2 1 |
| 6. Content represents current thinking in the discipline | 5 4 3 2 1 |
| 7. Makes full use of class time | 5 4 3 2 1 |
| Comments | |

II. Organization of content

- | | |
|---|-----------|
| Introductory Portion | |
| 1. States purpose of lecture initially | 5 4 3 2 1 |
| 2. Presents brief overview | 5 4 3 2 1 |
| 3. Makes relationship between today's and previous course content | 5 4 3 2 1 |

Body of Lecture

- | | |
|---|-----------|
| 4. Content is presented in a systematic and organized fashion | 5 4 3 2 1 |
| 5. Asks questions periodically to gauge student progress | 5 4 3 2 1 |
| 6. Presents examples to clarify very abstract and difficult ideas | 5 4 3 2 1 |
| 7. Periodically summarizes the most important ideas in the lecture | 5 4 3 2 1 |
| 8. Uses innovative teachings strategies (besides lecture) effectively | 5 4 3 2 1 |

Conclusion of lecture

- | | |
|---|-----------|
| 9. Solves or deals with any problems raised | 5 4 3 2 1 |
| 10. Restates what was expected to be gained from the presented material | 5 4 3 2 1 |
| Comments: | |

III. Presentation Skills

Voice characteristics

- | | |
|---|-----------|
| 1. Voice could be easily heard | 5 4 3 2 1 |
| 2. Voice was raised or lowered for variety and emphasis | 5 4 3 2 1 |
| 3. Speech was neither too formal nor too casual | 5 4 3 2 1 |
| 4. Speech fillers (ok now, ahmm) were not distracting | 5 4 3 2 1 |
| 5. Rate of speech was appropriate | 5 4 3 2 1 |

Non-Verbal Communication

- | | |
|---|-----------|
| 6. Establishes eye contact with as many students as possible | 5 4 3 2 1 |
| 7. Listens carefully to student comments and questions | 5 4 3 2 1 |
| 8. Appears comfortable | 5 4 3 2 1 |
| 9. Dresses professionally | 5 4 3 2 1 |
| 10. Refrains from distracting mannerisms | 5 4 3 2 1 |
| 11. Does not refer to notes excessively or block students view of visuals | 5 4 3 2 1 |

General Style

- | | |
|---|-----------|
| 12. Demonstrates enthusiasm for the subject matter | 5 4 3 2 1 |
| 13. Demonstrates command of subject matter | 5 4 3 2 1 |
| 14. Where appropriate models professional and ethical behavior | 5 4 3 2 1 |
| 15. Uses instructional aids to facilitate important points | 5 4 3 2 1 |
| 16. Uses examples and asks students for examples | 5 4 3 2 1 |
| 17. Enhances students' enjoyment and enthusiasm for information | 5 4 3 2 1 |
- Comments:

IV. Clarity of Presentation

- | | |
|--|-----------|
| 1. New terms, concepts and principles are defined | 5 4 3 2 1 |
| 2. References visuals to establish and maintain perspective | 5 4 3 2 1 |
| 3. Uses clear and simple examples to amplify and illustrate concepts | 5 4 3 2 1 |
| 4. Provides occasional summaries and restatement of important ideas | 5 4 3 2 1 |
| 5. Talks to the class, not to the board or windows | 5 4 3 2 1 |
| 6. Limits digression from the subject | 5 4 3 2 1 |
| 7. Visuals are organized and legible | 5 4 3 2 1 |
- Comments:

V. Classroom Management

- | | |
|---|-----------|
| 1. Greets students with a bit of small talk | 5 4 3 2 1 |
| 2. Sets ground rules for participation and questioning | 5 4 3 2 1 |
| 3. Notes and responds to signs of puzzlement, boredom, curiosity, etc | 5 4 3 2 1 |
| 4. Uses humor effectively, non-threatening | 5 4 3 2 1 |
| 5. Treats students with respect | 5 4 3 2 1 |
| 6. Moves around room effectively | 5 4 3 2 1 |
| 7. Maintains effective guidance and control of discussion | 5 4 3 2 1 |
| 8. Deals effectively with sleeping or unruly students | 5 4 3 2 1 |
| 9. Speaks at a rate that allows students to take notes | 5 4 3 2 1 |
| 10. Appears sincere and honest with students | 5 4 3 2 1 |
| 11. Uses no sexist or racist language/examples | 5 4 3 2 1 |
- Comments:

Overall Rating

Rating Scale

- 5=Excellent
- 4=Very Satisfactory
- 3=Satisfactory
- 2=Needs improvement
- 1=Poor

Use Average for each category (5 4 3 2 1)

- I. Importance and Suitability of Content _____
- II. Organization of Content _____
- III. Presentation Style _____
- IV. Clarity of Presentation _____
- IV. Classroom Management _____

Overall Comments for Improvement by Evaluator

Signature of Evaluator _____

Comments by Faculty Member

Signature of Faculty Member _____

Adapted from Diamond N, Sharp G, Ory J, Improving your listening, U. of Ill. 1978 and Mills (1996) Conducting Effective Classroom Observations with Focused Feedback, POD 1996 Salt Lake. And Nilson, L Teaching at its best, 2005.