

Department of Chemistry and Biochemistry Teaching Performance Review

Instructor: _____ Course: _____

Date: _____ Semester: _____ Evaluator: _____

This form is used for peer review of both in-person and online courses, including asynchronous instruction. Please check "N/A" as needed. Please explain "N/A" and "Somewhat" choices in Comments.

1. Organization of the Lecture

- | | | | | |
|---|------------------------------|-----------------------------------|-----------------------------|------------------------------|
| a. Did the lecture start/end on time? | Yes
<input type="radio"/> | | No
<input type="radio"/> | N/A
<input type="radio"/> |
| b. Was the lecture well prepared? | Yes
<input type="radio"/> | Somewhat
<input type="radio"/> | No
<input type="radio"/> | N/A
<input type="radio"/> |
| c. Did the lecture flow smoothly? | Yes
<input type="radio"/> | Somewhat
<input type="radio"/> | No
<input type="radio"/> | N/A
<input type="radio"/> |
| d. Was there a judicious use of class time? | Yes
<input type="radio"/> | Somewhat
<input type="radio"/> | No
<input type="radio"/> | N/A
<input type="radio"/> |
| e. Considering the level of the class and the course content, were there sufficient examples? | Yes
<input type="radio"/> | | No
<input type="radio"/> | N/A
<input type="radio"/> |

2. Presentation of the Lecture

a. Was the teacher enthusiastic?	Yes <input type="radio"/>	Somewhat <input type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
b. Did the teacher speak clearly?	Yes <input type="radio"/>		No <input type="radio"/>	N/A <input type="radio"/>
c. Was the writing well organized and easily read?	Yes <input type="radio"/>	Somewhat <input type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
d. Was the amount of writing appropriate?	Yes <input type="radio"/>		No <input type="radio"/>	N/A <input type="radio"/>
e. Did the teacher make careless mistakes?	No <input type="radio"/>	Occasionally <input type="radio"/>	Frequently <input type="radio"/>	N/A <input type="radio"/>
f. Did the teacher appear knowledgeable?	Yes <input type="radio"/>	Somewhat <input type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
g. Did the teacher appear to be relaxed?	Yes <input type="radio"/>	Somewhat <input type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>
h. Did anything about the presentation inhibit learning?	No <input type="radio"/>		Yes <input type="radio"/>	N/A <input type="radio"/>
i. Was the teacher's use of visuals (slides, overheads, demonstrations, etc.) effective?	Yes <input type="radio"/>	Somewhat <input type="radio"/>	No <input type="radio"/>	N/A <input type="radio"/>

3. Teacher-Student Interaction

- | | | | | |
|---|------------------------------|-----------------------------------|-----------------------------|------------------------------|
| a. Did the teacher seem interested in teaching the material to the students? | Yes
<input type="radio"/> | Somewhat
<input type="radio"/> | No
<input type="radio"/> | N/A
<input type="radio"/> |
| b. Did the vast majority of the students seem interested in learning the materials? | Yes
<input type="radio"/> | Somewhat
<input type="radio"/> | No
<input type="radio"/> | N/A
<input type="radio"/> |
| c. Did the teacher ask the students an appropriate number of questions? | Yes
<input type="radio"/> | | No
<input type="radio"/> | N/A
<input type="radio"/> |
| d. Did the teacher entertain questions from the students? | Yes
<input type="radio"/> | | No
<input type="radio"/> | N/A
<input type="radio"/> |
| e. Were the teacher's answers to the students' questions clear and understandable? | Yes
<input type="radio"/> | Somewhat
<input type="radio"/> | No
<input type="radio"/> | N/A
<input type="radio"/> |

4. Course Materials

- | | | | |
|---|------------------------------|-----------------------------|------------------------------|
| a. Does the course cover appropriate material? | Yes
<input type="radio"/> | No
<input type="radio"/> | N/A
<input type="radio"/> |
| b. Does the syllabus include contact information? | Yes
<input type="radio"/> | No
<input type="radio"/> | N/A
<input type="radio"/> |
| c. Is the textbook of an appropriate level for this course? | Yes
<input type="radio"/> | No
<input type="radio"/> | N/A
<input type="radio"/> |
| d. Are homework assignments adequate in number, length and level? | Yes
<input type="radio"/> | No
<input type="radio"/> | N/A
<input type="radio"/> |
| e. Do exams stress appropriate material? | Yes
<input type="radio"/> | No
<input type="radio"/> | N/A
<input type="radio"/> |
| f. Are exams of reasonable length? | Yes
<input type="radio"/> | No
<input type="radio"/> | N/A
<input type="radio"/> |

Overall Performance

Using the definitions below, the overall evaluation of the teacher's performance is:

Unacceptable <input type="radio"/>	Fair <input type="radio"/>	Good <input type="radio"/>	Very Good <input type="radio"/>	Excellent <input type="radio"/>
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Unacceptable: The teacher has accomplished less than the minimally effective level of performance.

Fair: The teacher meets the minimally effective level of performance.

Good: The teacher's performance is clearly above the minimally effective level.

Very Good: The teacher significantly exceeds the minimally effective level of performance.

Excellent: The teacher's performance is far above the minimally effective level.

Comments

Please comment on strengths and weaknesses and provide suggestions for improvement or any other comments on the teacher's performance.