**Faculty of Health Sciences Peer Evaluation Assessment Form**

Explains structure & objectives of his/her lecture in advance

Clearly states his/her expectations of students

Communicates clearly & effectively to the level of the students

Uses non-sexist, non-gender biased & non-racially-biased language

Shows respect for students (lack of sarcasm or belittling)

Displays enthusiasm & energy in conducting class

Conducts class in an organized & well planned manner

Explains concepts clearly & understandably

Demonstrates command of the subject matter

Delivers material at a good pace

Good use of class time

TEACHING EVALUATION

7

out- standing

6

very good

5

good

4

satisfactory

3

borderline

2

unsatisfactory

1

very poor

**Faculty of Health Sciences Peer Evaluation Assessment Form**

Delivers material of interest to students

Makes provision for students to ask questions and/or make contributions

Has good rapport with students

Good attitude of the students in the class toward the professor

Makes eye contact with individual students

Uses instructional methods that encourage relevant student participation

Responds to questions clearly & thoroughly

Responds well to student viewpoints differing from his or her own

Communicates clearly & explicitly

Speaks at appropriate volume, given the size of the class

Hand-outs comprehensive for the material covered

TEACHING EVALUATION

7

out- standing

6

very good

5

good

4

satisfactory

3

borderline

2

unsatisfactory

1

very poor

**Faculty of Health Sciences Peer Evaluation Assessment Form**

**COMMENTS:**

*A special thank you to the Educational Development Office and Kathy Obright for compilation of this template.*

Uses class time effectively

Commands respect & attention of students; good attendance

Rating of this teacher in comparison to others in the School

Is effective as a teacher

TEACHING EVALUATION

7

out- standing

6

very good

5

good

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satisfactory

3

borderline

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unsatisfactory

1

very poor