

# Evaluation Form for Peer Teaching Evaluations

ENGE 5504 - Spring 2013

## I. Background Information

Name of Teacher: *Milos Mladenovic*

Name of Evaluator: *Brian Hale*

Announced Observation:  YES  NO

Date and Time of Observation: *2-18-13 4:00 p.m. to 4:50 p.m.*

Location of Class (building, room): *Randolph 220*

Course Observed (prefix, number): *CEE 3604 - Intro. to Transportation Engineering*

*Please have the teacher who is being observed complete Part II before you observe the class.*

## II. Class Planning

1. What are the learning goals for the observed class session?

*Learning objective is: Forecast traffic volumes for the design of transportation facilities using Travel Demand Modeling*

*Lecture objective is: Compute traffic volume on different routes*

2. What is the plan for the class period to achieve the goals?

*Overview of theory*

*Two calculation examples*

*In-class activity - discussion and activity*

3. What, if any, specific concerns do you have about the class (e.g. common misconceptions, particularly difficult concepts, etc.) or special considerations you apply when presenting the material to this particular group of students?

*I will have to explain it using general examples since my students are with different background. I approach it from the perspective of ordinary transportation user.*

4. How well-prepared for class are students on a typical day?

*The syllabus contains the reading for that class, but not all of them read it, since it is not obligatory. However, I do ask in-class questions, and they can better answer them if they read before. I do not want to impose this upon them, but I want them to realize it and accept it.*

5. What is the students' general attitude toward the coursework/class?

*For most of them it is an elective, so they do not expect it to be hard.*

# Evaluation Form for Peer Teaching Evaluations

## III. Observations

Criteria	Poor to Excellent	Great job on...	Areas for Improvement
<b>Organization:</b>			
1. Explains how current lesson relates to previous/future work	1 2 3 4 5 NA		
2. Clearly outlines goals of class period	1 2 3 4 5 NA		
3. Planned activities take into account students' prior knowledge	1 2 3 4 5 NA		
4. Anticipates and addresses potential student pitfalls	1 2 3 4 5 NA		
5. Class direction is often determined by the ideas and questions of the students	1 2 3 4 5 NA		
<b>Variety and Pacing:</b>			
1. Listens to student effectively throughout the entire class period	1 2 3 4 5 NA		
2. Manages time for participation/active learning	1 2 3 4 5 NA		
3. Transitions logically from one activity to the next	1 2 3 4 5 NA		
4. Incorporates a variety of teaching approaches to address multiple learning styles	1 2 3 4 5 NA		
5. Keeps students engaged and on task	1 2 3 4 5 NA		
<b>Presentation Skills:</b>			
1. Confidence and projection	1 2 3 4 5 NA		
2. Address students by name	1 2 3 4 5 NA		
3. Defines complex terms to ensure student understanding	1 2 3 4 5 NA		
4. Clarity of speaking and explanation	1 2 3 4 5 NA		
5. Positive attitude toward material and activities	1 2 3 4 5 NA		
<b>Content Knowledge:</b>			
1. Communicates the reasoning process behind operations or concepts	1 2 3 4 5 NA		
2. Knowledgeable about underlying engineering concepts	1 2 3 4 5 NA		
3. Relates theories and concepts to practical issues	1 2 3 4 5 NA		

Please write something in each block to ensure plenty of feedback. Thanks!

# Evaluation Form for Peer Teaching Evaluations

## IV. Overall Summary/Suggestions

**1. Overall Strengths** (What are the instructor's strengths as a teacher?)

**2. Areas for Improvement and Professional Growth** (What suggestions do you have for the instructor, both generally as a teacher and specifically for working with this particular group of students in this course?)

**3. Additional Feedback** (Provide any other feedback you believe will be helpful to the teacher.)

# Evaluation Form for Peer Teaching Evaluations

## Possible Items to Note on Evaluation

(from Chism, N.V.N. (1999) *Peer Review of Teaching: A Sourcebook*, MA: Anker Publishing Co., Inc. 87-93.)

### *Instructor Organization*

- Instructor arrives to class on time
- Instructor states the relation of the class to the previous one
- Instructor knows how to use the educational technology needed for the class
- Instructor posts class goals or objectives on the board or overhead
- Instructor posts or verbally provides an outline of the organization of the class
- Instructor makes transitional statements between class segments
- Instructor follows the preset structure
- Instructor conveys the purpose of each class activity
- Instructor summarizes periodically and at the end of class

### *Variety and Pacing of Instruction*

- More than 1 form of instruction is used
- During discussion, the instructor pauses after asking questions
- Instructor accepts student responses
- Instructor draws nonparticipating students into the discussion
- Instructor prevents specific students from dominating the discussion
- Instructor helps students extend their responses
- Instructor maps the direction of the discussion
- Instructor mediates conflict or difference of opinion
- Instructor demonstrates active listening techniques
- Instructor provides explicit directions for active learning tasks
- Instructor allows enough time to complete active learning tasks, such as group work
- Instructor specifies how active learning tasks will be evaluated

### *Presentation Skills*

- Instructor addresses students by name
- Instructor attends to student comprehension or puzzlement
- Instructor provides feedback at given intervals
- Instructor uses positive reinforcement
- Instructor incorporates student ideas into the class
- Instructor defines new terms or concepts
- Instructor elaborates or repeats complex information
- Instructor uses examples to explain content
- Instructor makes explicit statements drawing student attention to certain ideas
- Instructor pauses during explanations to allow students to ask questions

### *Content Knowledge*

- Instructor's statements are accurate according to the standards of the field instructor incorporates current research in the field
- Instructor identifies sources, perspectives, and authorities in the field
- Instructor communicates the reasoning process behind operations or concepts