Summative Evaluations of Pre-tenure Faculty Form

(to be included in Annual Reviews and Tenure & Promotion packet)

Observer Name:

Instructor being Observed:

Class being Observed:

Date of Observation:

Pre-observation meeting date:

Post-observation meeting date:

Briefly explain any necessary context (e.g., any notes from the pre-observation meeting, whether there is anything atypical about the particular class session being observed, etc.):

Please take a look at **two** course materials provided by the instructor, such as the course syllabus, slides, assignments, the course Moodle page, etc. These materials should be relevant to the class session being observed, but need not be from that particular date (e.g., an exam or assignment given two weeks later could be relevant to the class session being observed).

|  |
| --- |
| Materials Reviewed:Strengths Observed: Potential Areas for Growth:  |

Please provide a summary of what took place during the class session observed:

|  |
| --- |
|  |

The instructor being observed should select two areas of observation from the six areas on the last two pages of this sheet. For each area, please note both observed strengths and potential areas for growth.

Area of Observation #1:

|  |
| --- |
| Strengths Observed: Potential Areas for Growth:  |

Area of Observation #2:

|  |
| --- |
| Strengths Observed: Potential Areas for Growth:  |

Overall impressions of teaching effectiveness and next suggested action steps:

|  |
| --- |
|  |

Instructor self-assessment of teaching effectiveness and next suggested action steps:

|  |
| --- |
|  |

SNC Model of Peer Observation and Evaluation

Areas of Observation and Related Indicators

**Content**

* Instructor statements are accurate according to the standards of the field.
* Instructor incorporates current research into the course.
* Instructor identifies a variety of sources, perspectives, and authorities in the field.
* Instructor uses appropriate examples, metaphors, and analogies.
* Assessment/evaluation practices are consistent with the depth of material covered.
* Instructor corrects bias in assigned materials.
* Instructor uses resources that present both local and global images and perspectives.

**Course Plan and Organization**

* Instructor establishes obvious learning goals.
* Instructor activates students' prior knowledge to allow connections between new learning and what they already know.
* Performance expectations are clearly defined and understood.
* Students can reliably prepare for class based on the syllabus.
* The scope of work/projects is realistic to ensure quality work can be accomplished by a diverse group of students.
* Instructor monitors and adjusts the classroom schedule based on students' questions, participation and engagement.

**Instructional Strategies**

* Instructor is enthusiastic about the subject matter.
* Instructor uses instructional technology meaningfully.
* Instructor provides appropriate organizing tools for student comprehension (integrates board, slides, pertinent visuals).
* Instructor and participants engage in service and experiential learning, or “learning through reflection on doing.”
* Instructor monitors and adjusts instruction based on students' questions, participation and engagement.
* Instructors uses variety of instructional strategies that reflect diverse learning needs.

**Classroom Management and Communication**

* Instructor is well-organized and prepared.
* Instructor addresses students directly when talking.
* Instructor rephrases or reframes difficult concepts.
* Instructor appropriately paces activities.
* Instructor scaffolds content and student exercises with clear transitions and directions.
* Atmosphere of the classroom is participative.
* Instructor pays attention to cues of boredom and confusion.
* Instructor creates an equitable and inclusive classroom that respects gender differences, diverse ethnocultural and faith communities, family structures, student abilities/needs and differences in socioeconomic status.

**Student Engagement**

* Instructor attempts to broaden the students’ views.
* Instructor fosters respect for diverse points of view.
* Instructor helps students relate content to relevant, real-world applications.
* Students are interested, active learners (take notes, follow directions, verbally responsive).
* Students synthesize and draw connections to previous/future class material.
* The instructor uses positive reinforcement.
* Instructor conveys the belief that all students can learn and succeed.

**Student Respect and Concern**

* Instructor responds to student questions and comments with appropriate commentary or follow-up.
* Instructor demonstrates visible rapport with students, addresses students by name
* Instructor encourages students to build on other’s comments and questions.
* Instructor demonstrates flexibility and adaptability to student needs and questions.
* Instructor makes content and activities accessible for diverse learners and abilities.
* Instructor models good listening habits.
* Instructor conveys openness and warmth and encourages students to interact with others the same way.