Evaluation of Teaching

*Department Chair/Program Director: Initial or Term-tenure Review*

# Cover Page

## Personnel Information:

|  |  |
| --- | --- |
| Faculty Member Being Evaluated: |  |
| Department Chair/Program Director: |  |

## Course information:

|  |  |
| --- | --- |
| Course Number and Title |  |
| Class location |  |
| Number of students |  |
| Primary course type (online/face to face) |  |
| Pre-observation conference date |  |

## Contents of Chair/Director Evaluation of Teaching Document:

1. Cover Page
2. Pre-observation Conference Questionnaire
3. Department Chair/Program Director Evaluation Summary Form
4. Department Chair/Program Director Observation Notes

## Observation Protocol:

1. Department Chairs/Program Directors conduct a teaching observation in each of the first two semesters for all new faculty as well as once in the year before term-tenure review. First year reviews take place as a matter of course; the Office of the Provost will alert department chairs in the year prior to a faculty member being reviewed for term-tenure.
2. The Department Chair/Program Director initiates contact with the faculty member, sends a copy of this Evaluation of Teaching Document to the faculty member, and together they identify class periods for the observation.
3. Faculty member sends the following to the chair/program director in a timely way, typically at least two days prior to the pre-observation conference:
   * The Evaluation of Teaching Document with the first two pages completed (Cover Page and Pre-observation Conference Questionnaire).
   * Syllabus and other relevant materials for the class
4. The pre-observation conference is held.
5. The Department Chair/Program Director completes two class observations (or equivalent for online courses) and completes the Department Chair/Program Director Observation Notes (last page).
6. After the observations, Department Chair/Program Director uses Observation Notes to complete the Department Chair/Program Director Evaluation Summary Form.
7. Department Chair/Program Director saves this 4-part completed evaluation document (Cover Page, Pre-observation Conference Questionnaire, Chair/Dir Summary Form, and Chair/Dir Observation Notes) as a pdf document and submits it to the Office of the Provost via email ([provost@messiah.edu](mailto:provost@messiah.edu)).
8. The Office of the Provost adds the evaluation document to the faculty member’s Evaluation File and sends confirmation of receipt of the completed 4-part evaluation document to the department chair/program director, school dean, and to the faculty member. Confirmation includes instructions to the faculty member and school dean for where to view the completed evaluation.
9. The Department Chair offers to hold a post-evaluation conference with the faculty member to discuss the observations.

# Pre-observation Conference Questionnaire

## For the Faculty Member:

Complete the table below prior to the pre-observation conference. The syllabus and additional relevant materials for the class should be provided to the Department Chair/Program Director at least two days in advance of the first scheduled classroom observation.

|  |  |
| --- | --- |
| 1. Who are the students (year(s), major(s), etc.)? |  |
| 2. What has been happening in the class to this point? |  |
| 3. What are your goals for the class sessions? |  |
| 4. What teaching and learning activities will you use to meet the goals? |  |
| 5. What will the students have done in preparation for the class? |  |
| 6. In addition to your syllabus, what materials are you sharing with the reviewer? |  |

## For the Department Chair/Program Director:

Were the syllabus and other relevant materials listed in question 6 above shared with you at least two days prior to the first class observation? \_\_\_\_ Yes \_\_\_\_ No

If No, please explain:

# Department Chair/Program Director Evaluation Summary Form

## Instructions:

Using the fields below, please submit an evaluation categorized into the six areas of the Messiah College teaching rubric. Your assessment of instructor strengths and areas of improvement should be supported by empirical evidence from the classroom observations. As you evaluate the teaching in the class sessions you observed, please avoid unsupported sweeping statements (e.g. Professor X is an amazing teacher!) as well as *summative* evaluation language (meritorious, satisfactory, or unsatisfactory), as the summative determination will be made by the Term-tenure and Promotion Committee.

Items left blank on this form indicate that the evaluator did not find relevant positive or negative evidence. Therefore, blanks should be interpreted as “neutral” by all stakeholders. It is the responsibility of the faculty member being evaluated to provide supplemental evidence from other inputs in the writing of her or his self-assessment.

## Content Knowledge

|  |  |
| --- | --- |
| Strengths of *materials* provided (syllabus, etc.) |  |
| Areas for improvement of *materials* provided |  |
| Strengths of *teaching practices* |  |
| Areas for improvement of *teaching practices* |  |

## Faith and Learning

|  |  |
| --- | --- |
| Strengths of *materials* provided (syllabus, etc.) |  |
| Areas for improvement of *materials* provided |  |
| Strengths of *teaching practices* |  |
| Areas for improvement of *teaching practices* |  |

## Inclusive Excellence

|  |  |
| --- | --- |
| Strengths of *materials* provided (syllabus, etc.) |  |
| Areas for improvement of *materials* provided |  |
| Strengths of *teaching practices* |  |
| Areas for improvement of *teaching practices* |  |

## Organizational Supports

|  |  |
| --- | --- |
| Strengths of *materials* provided (syllabus, etc.) |  |
| Areas for improvement of *materials* provided |  |
| Strengths of *teaching practices* |  |
| Areas for improvement of *teaching practices* |  |

## Student Engagement

|  |  |
| --- | --- |
| Strengths of *materials* provided (syllabus, etc.) |  |
| Areas for improvement of *materials* provided |  |
| Strengths of *teaching practices* |  |
| Areas for improvement of *teaching practices* |  |

## Student Learning

|  |  |
| --- | --- |
| Strengths of *materials* provided (syllabus, etc.) |  |
| Areas for improvement of *materials* provided |  |
| Strengths of *teaching practices* |  |
| Areas for improvement of *teaching practices* |  |

# Supplemental: Department Chair/Program Director Observation Notes

## Pre-observation Conference Notes

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| --- |
|  |

Department Chair/Program Directors should use this space to record observations and empirical evidence of teaching practices during the class observations. These examples should then be categorized as areas of strength and areas of weakness in teaching practice as well as to support any evaluative statements in the summary form.

## Observation Notes Day 1

|  |  |
| --- | --- |
| Observation Date: |  |

|  |  |
| --- | --- |
| Observations/Evidence  Day 1 | Reviewer Notes (optional)  Day 1 |
|  |  |

## Observation Notes Day 2

|  |  |
| --- | --- |
| Observation Date: |  |

|  |  |
| --- | --- |
| Observations/Evidence  Day 1 | Reviewer Notes (optional)  Day 1 |
|  |  |