Evaluation of Teaching

*Peer Evaluator: Initial, Term-tenure, or Promotion Review*

# Cover Page

## Personnel Information:

|  |  |
| --- | --- |
| Faculty Member Being Evaluated: |  |
| Peer Evaluator: |  |

## Course information:

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

## Contents of Peer Evaluation Document:

1. Cover Page
2. Pre-observation Conference Questionnaire
3. Peer Evaluation Summary Form
4. Peer Evaluator Observation Notes

## Observation Protocol:

1. Peer evaluators are identified and assigned by the Office of the Provost.
2. Peer evaluator consults with the department chair of the faculty member being evaluated to determine which course will be observed. (In practice, faculty and peer-evaluator schedules may be the determining factor in which course is observed.)
3. Peer evaluator initiates contact with the faculty member and they identify class periods for the observation. Peer evaluator and faculty member schedule the observations
4. Faculty member sends the following to the evaluator in a timely way, typically at least two days prior to the pre-observation conference:
	* A Completed Cover Page and Pre-observation Conference Questionnaire (first two pages of the Evaluation of Teaching Document) and emails entire document to the evaluator.
	* Syllabus and other relevant materials for the class
5. The pre-observation conference is held.
6. Peer evaluator completes two class observations (or equivalent for online courses) and completes the Peer Evaluator Observation Notes.
7. After the observations, peer evaluator uses the Observation Notes to complete the Peer Evaluation Summary Form.
8. Peer evaluator saves this 4-part completed evaluation document (Cover Page, Pre-observation Conference Questionnaire, Peer Evaluation Summary Form, and Peer Evaluator Observation Notes) as a pdf document and submits it to the Office of the Provost via email (provost@messiah.edu).
9. 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 peer-evaluator, the school dean, and to the faculty member. Confirmation includes instructions to the faculty member for where to view the completed evaluation.
10. Peer-evaluator 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 peer-evaluator in a timely way, typically at least two days in advance of the pre-observation conference.

|  |  |
| --- | --- |
| 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? (Materials should be shared in a timely way, typically at least two days prior to the pre-observation conference.) |  |

## For the Peer Evaluator:

Were the syllabus and other relevant materials listed in question 6 above shared with you in a timely way?

 \_\_\_\_ Yes \_\_\_\_ No

If No, please explain:

# Peer 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: Peer Evaluator Observation Notes

## Pre-observation Conference Notes

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| --- |
|  |

Peer evaluators 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/EvidenceDay 1 | Reviewer Notes (optional)Day 1 |
|  |  |

## Observation Notes Day 2

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

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