

Evaluation of Teaching (DEVELOPMENT)

Teaching Mentor or Faculty Development: Developmental review only

Form Information: While this form is for developmental purposes and will be filed in the faculty member's Development File, it is designed to mirror the process of a formal peer-evaluation both to provide useful feedback related to teaching as well as to provide an opportunity to participate in a mock evaluation prior to the evaluations of teaching that are conducted for evaluative purposes and become part of the faculty member's formal evaluation file.

Development

Cover Page

Personnel Information:

Faculty Member Being Observed:	
Developmental Observer:	

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. Developmental Observers are identified and assigned by the Office of Faculty Development. They are often teaching mentors for first-year faculty or Teaching and Learning Fellows serving in a consulting capacity.
2. Developmental Observer initiates contact with the faculty member and they identify and schedule class periods for the observation.
3. Faculty member sends the following to the developmental observer 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
4. The pre-observation conference is held.
5. Developmental Observer completes one or two class observations (or equivalent for online courses) and completes the Peer Evaluator Observation Notes.
6. After the observations, the developmental observer uses the Observation Notes to complete the Peer Evaluation Summary Form.
7. Developmental Observer 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 emails it to the faculty member and submits it to the Office of the Faculty Development (facdev@messiah.edu).
8. The Office of Faculty Development adds the evaluation document to the faculty member's Development File.
9. The Developmental Observer 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 Developmental Observer:

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 <i>materials</i> provided (syllabus, etc.)	
Areas for improvement of <i>materials</i> provided	
Strengths of <i>teaching practices</i>	
Areas for improvement of <i>teaching practices</i>	

Faith and Learning

Strengths of <i>materials</i> provided (syllabus, etc.)	
Areas for improvement of <i>materials</i> provided	
Strengths of <i>teaching practices</i>	
Areas for improvement of <i>teaching practices</i>	

Inclusive Excellence

Strengths of <i>materials</i> provided (syllabus, etc.)	
Areas for improvement of <i>materials</i> provided	
Strengths of <i>teaching practices</i>	
Areas for improvement of <i>teaching practices</i>	

Organizational Supports

Strengths of <i>materials</i> provided (syllabus, etc.)	
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Areas for improvement of <i>materials</i> provided	
Strengths of <i>teaching practices</i>	
Areas for improvement of <i>teaching practices</i>	

Student Engagement

Strengths of <i>materials</i> provided (syllabus, etc.)	
Areas for improvement of <i>materials</i> provided	
Strengths of <i>teaching practices</i>	
Areas for improvement of <i>teaching practices</i>	

Student Learning

Strengths of <i>materials</i> provided (syllabus, etc.)	
Areas for improvement of <i>materials</i> provided	
Strengths of <i>teaching practices</i>	
Areas for improvement of <i>teaching practices</i>	

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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:	
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Observations/Evidence	Reviewer Notes (optional)

Observation Notes Day 2

Observation Date:	
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Observations/Evidence	Reviewer Notes (optional)