

**Please contact the Faculty Development Administrator with any questions or concerns at [crichards@wittenberg.edu](mailto:crichards@wittenberg.edu).**

Faculty,

The Teacher Effectiveness Committee would like to clarify that:

- The new Peer Evaluation Form is intended to be an instrument that faculty use to improve their teaching. Its use is completely voluntary and is NOT mandated by the Faculty Personnel Board or the Provost.
- Each evaluation may be formative (for improvement of teaching) and/or summative (for inclusion in a tenure and/or promotion file). This decision should be made prior to the first classroom observation as it may influence the observer's perspective.

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(Instructor)

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(Observer)

## Classroom Observation Process

### 1) Instructor completes the Pre-Observation Form and sends it to the observer.

- a. The primary purpose is to determine the teacher's/Head of Household's/

\_\_\_\_\_  
(Instructor)

\_\_\_\_\_  
(Observer)

ATTACHED:  syllabus (required)  sample assessment (required)  other: \_\_\_\_\_

## Pre-Observation Form

This form should be completed prior to each observation. The instructor will provide it to the observer prior to the initial observation. The instructor and observer will complete it together prior to the second observation. Attention should be paid to the impact of each area on the observed class session.

This evaluation is (check all that apply) **formative** and/or **summative**.

The evaluator is (check all that apply) **an expert in the field, from the instructor's department, the instructor's department chair, an expert in a related field, and/or a non-expert.**

- A. Overview - Describe the learning objectives for this class session. What is their connection to the larger unit and course goals?
- B. How will you teach? What can I expect you to be doing in class? What role will you take? What teaching methods will you use? What other methods do you use?
- C. Who are you teaching? Describe the cohort of students in this course, your background in this area of study, and how will you be teaching the course, given the challenges associated with it.
- D. How will the students prepare and what will they do in class? Describe the methods of preparation for the student. Explain the ways in which you expect students to participate and learn in class.
- E. How will you determine if the students have learned? Describe the means of assessment used in this course and provide sample assessments, if possible.
- F. Any comments or special focuses for this particular class session

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(Instructor)

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(Observer)

## Observation Form

Complete the first portion of this form within the first few minutes of class by circling all appropriate prompts.

The learning space is:    Old / New  
                                    Cold / Comfortable / Hot  
                                    Disrupted by Visual / Auditory distractions  
                                    Arranged in Seminar / Auditorium / Row seating

As class begins:            Students sit in the Front / Entire Classroom/Back  
                                    Students arrive Early / On Time / Late  
                                    Students are Engaged in Conversation / Sit Quietly  
                                    Instructor arrives Early / On Time / Late  
                                    Instructor Silences Class / Waits for Silence to start class  
                                    Instructor appears Organized / Messy / Enthusiastic / Uninterested

Complete the remainder of this form during the observation or immediately thereafter. Provide as many TjEMC /Pp/41 (e.7 (e)

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(Instructor)

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(Observer)

<b>B. The instructional environment is conducive to learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
1. The instructor encourages student participation /engagement	1	2	3	4	5	NA
2. The instructor respects / encourages different points of view	1	2	3	4	5	NA
3. The instructor shows respect / sensitivity to						

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(Instructor)

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(Observer)

C.

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(Instructor)

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(Observer)

### Post-Observation Form

Complete this form within a week of the second observation and prior to the final meeting. Provide as many details as possible. Use a Likert scale to indicate agreement with each statement; highly agree is a 5 and strongly disagree is a 1. Items that are not applicable can be marked NA.

A. Learning objectives were clear and appropriately assessed	1 2 3 4 5 NA
Comments:	

B. The instructional environment was conducive to learning	1 2 3 4 5 NA
Comments:	

(Instructor)

(Observer)

C. The pedagogies employed support the learning objectives	1 2 3 4 5 NA
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Comments:

Additional comments



\_\_\_\_\_  
(Instructor)

\_\_\_\_\_  
(Observer)

### **Evaluation of the Peer Review Process**

The instructor who was observed should complete this form at the end of the observation process and submit it to the chair of the Teacher Effectiveness Committee.

**Dates of Observation:** \_\_\_\_\_ and \_\_\_\_\_

**What was the most important thing you learned from this process?**

**How could this process be improved?**