**The Process**

The Peer Evaluation Process provides faculty members with an opportunity for an open exchange of and critical inquiry into pedagogy and is intended to strengthen and reinforce sound teaching practice. In other words, Peer Evaluation should avoid simple summative language and promote excellent teaching through conversation between colleagues.

The department chair will start the Peer Evaluation process by discussing with the instructor being evaluated (heretofore known as the Instructor) the purpose for the evaluation and will identify one or more, mutually agreed upon peer evaluator(s).

The Instructor will provide the peer evaluator(s) with all of the documentation necessary at least one week prior to complete the Peer Evaluation Process, including syllabi from each course prep and examples of student work.

After the evaluator(s) and Instructor have met, the evaluator(s) will submit the evaluation document along with a brief narrative summary to the chair that describes the Instructor’s syllabus, assessment of student learning and overall teaching effectiveness.This narrative will be shared with the Instructor.

**Instructor’s Name: Date:**

**Course Title(s):**

**Part 1: The Syllabus**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation of the Syllabus (Has the instructor included the Recommended Elements of a Syllabus?)** | **Needs Improvement** | **Average** | **Above Average** | **Excellent** |
| Contact Information  |  |  |  |  |
| Course Description (Including Pre-requisite information) |  |  |  |  |
| Course Delivery Mode (hybrid, online, BB Enhanced)  |  |  |  |  |
| Course Expectations (reference to Student Handbook, other special expectations) |  |  |  |  |
| Course Learning Outcomes |  |  |  |  |
| Required Textbooks (ISBN #) and other materials including library reserves, web based resources |  |  |  |  |
| Grading Scale and Grading Policy including assessment criteria, late or make up work, academic integrity |  |  |  |  |
| Attendance Policy |  |  |  |  |
| Calendar of Weekly Topics – schedule of topics and/or assessments when possible |  |  |  |  |
| Services for students with disabilities |  |  |  |  |
| Department electronic device policy |  |  |  |  |
| Statement – syllabus subject to change.  |  |  |  |  |
| Comments: |  |  |  |  |

**Part II: Teaching/Learning Effectiveness.**

**Please identify Specific Materials reviewed: (For example: Sample Assignments, Tests, Rubrics, Samples of student work with feedback)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluator’s Judgment regarding Teaching/Learning Effectiveness: (Considering written materials provided, information gained in discussion with this instructor, and other means)** | **Needs Improvement** | **Average** | **Above Average** | **Excellent** |
| Course objectives, syllabi and other supporting material indicate that this instructor is well-organized and well-prepared. |  |  |  |  |
| Course objectives and requirements reflect a concern with the general intellectual growth of students, as well as mastery of course material. |  |  |  |  |
| Instructional sequence is logical. |  |  |  |  |
| The instructor provides for the special needs of individual students (for example, remedial assistance, provision for highly motivated students to go beyond stated course requirements, provision for alternate testing methods for students with special needs, etc.). |  |  |  |  |
| The instructor is aware of changes in his/her field and modifies curriculum to reflect these changes. |  |  |  |  |
| The instructor utilizes appropriate supplementary material to complement the textbook. |  |  |  |  |
| The instructor uses an appropriate method to determine final grades. |  |  |  |  |
| The instructor is conscientious about keeping appointments and office hours. |  |  |  |  |
| The instructor assigns at least two hours of out-of-class work (homework) for each class hour  |  |  |  |  |
| The instructor effectively uses instructional aids (whiteboard, smart board, computer, web based materials, handouts, overhead projector, videos, etc.) to enhance teaching |  |  |  |  |
| The instructor makes full and appropriate use of class time  |  |  |  |  |
| The instructor’s attendance. |  |  |  |  |
| Assignments/Activities address student learning outcomes |  |  |  |  |
| Comments: |  |  |  |  |

**Part III: Professionalism (Instructors Contribution to the Department and College Community)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluator’s Judgment regarding Professionalism** | **Needs Improvement** | **Average** | **Above Average** | **Excellent** |
| The instructor regularly attends scheduled department, committee, and college-wide meetings. |  |  |  |  |
| The instructor demonstrates professional growth by enrolling in courses, attending workshops, conferences, seminars; joining professional organizations, or conducting independent research. |  |  |  |  |
| The instructor services the college/department by contributing to various committees and/or other college/departmental initiatives. |  |  |  |  |
| The instructor maintains good rapport with students and fellow department members. |  |  |  |  |
| Comments: |  |  |  |  |

**Part IV: Classroom Observation (At the discretion of Instructor being evaluated, except for first three years of employment)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Classroom Observation (optional)** | **Needs Improvement** | **Average** | **Above Average** | **Excellent** |
| Does the instructor speak clearly? Verbal communication/delivery (volume/rate of speaking) is suitable for the situation. |  |  |  |  |
| Does the instructor show enthusiasm when teaching? Majority of students are usually engaged in lesson activities. |  |  |  |  |
| The instructor uses effective questioning techniques.Does the instructor encourage student questions? Does the instructor respond appropriately to student questions? |  |  |  |  |
| Instructor and class interaction is appropriate. |  |  |  |  |
| Is the subject matter presented clearly? The instructor’s explanations of lesson content are clear and easy to follow. |  |  |  |  |
| Comments: |  |  |  |  |

**Part IV: Narrative**

Please provide a brief narrative summary that describes the Instructor’s syllabus, assessment of student learning and overall teaching effectiveness.Overall, has the instructor shown that he/she has thought about how students learn and what part he/she plays in the process?

**Peer Evaluator Signature: Date:**

**Peer Evaluator Signature: Date:**

**Instructor Signature: Date:**