

Evaluation of Teaching
Pikes Peak Community College

In compliance with CCCS Board Policy (BP-31) and CCCS Systems President's Procedures (SP 3-31), evidence of teaching effectiveness will include, but is not limited to, the data collected through the process of review, observation, and conversation between faculty and supervisors documented on the following Evaluation of Teaching form.

Instructor:

Department:

Evaluator:

Title:

EVALUATOR REVIEW PRIOR TO THE CLASSROOM OBSERVATION

COURSE MATERIALS

	Course materials are clear, complete, and relevant (may include syllabus, D2L shell, and other materials)
	Course materials meet accessibility requirements

Please provide comments that support your evaluation (if any):

AVAILABILITY TO STUDENTS OUTSIDE OF CLASS

	Office hours clearly identified on Outlook calendar
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Please provide comments that support your evaluation (if any):

CLASSROOM OBSERVATION

The purpose of the observation of teaching process is to foster excellence in teaching and to evaluate the faculty member's teaching. The following components (class structure/classroom management/content delivery) are listed to provide a framework for conversation between faculty and supervisor in support of the evaluation of teaching process. Please refer to the glossary at the end of this form for examples in each evaluation category.

Course Title:	
Date(s):	
Time(s):	
Course Format:	
Teaching Method:	

CLASS STRUCTURE AND ORGANIZATION

	Primary objective of instruction is clear
	Delivery is organized (relationship between points or activities is clear)
	Uses class time well (allots more time to important aims/points; avoids unnecessary digressions)

Please provide comments that support your evaluation (if any):

PROMOTES STUDENT ACHIEVEMENT

	Confirms that students understand and/or can perform an activity
	Facilitates and monitors group activities/discussion
	Uses techniques that engage learners
	Uses questions effectively
	Use techniques to break complex concepts/problems into smaller units
	Varies techniques based on student needs
	Shows enthusiasm for the material
	Encourages, and is responsive to, student participation (when appropriate)
	Evidence of assessment of student learning

Please provide comments that support your evaluation (if any):

COMMAND OF SUBJECT MATTER

	Demonstrates mastery and currency of the subject matter and/or skill being presented
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Please provide comments that support your evaluation (if any):

PRESENTATION SKILLS

	Communicates effectively
	Students are engaged in the class
	Flexible and adaptable when necessary
	Effectively utilizes materials, including technology

Please provide comments that support your evaluation (if any):

PROFESSIONAL BEHAVIOR AND COURTEOUS INTERACTION WITH STUDENTS

	Encourages atmosphere of mutual respect
	Implements course/program/college policies and procedures
	Adheres to professional standards of discipline

Please provide comments that support your evaluation (if any):

POST-OBSERVATION MEETING/DISCUSSION

INSTRUCTOR'S MAJOR STRENGTHS *(as noted by classroom observation evaluator)*

SPECIFIC RECOMMENDATIONS TO IMPROVE INSTRUCTOR'S TEACHING *(as noted by classroom observation evaluator)*

INSTRUCTOR'S RESPONSE TO EVALUATION OF TEACHING *(including evaluator review prior to classroom observation)*

PLAN(S) FOR PROFESSIONAL DEVELOPMENT/FOLLOW-UP/ADDITIONAL CLASSROOM OBSERVATIONS *(if any)*

DISCUSSION/DOCUMENTATION OF FOLLOWING:

Has the instructor developed/modified curriculum and/or content delivery in response to assessment (assessment may be from student evaluation, questions in class, assessment results, tests)? Please describe.

Discuss/describe assessment of student learning (quality and timeliness of feedback to students). Please describe.

Discuss course retention strategies implemented by the instructor. Please describe.

Supervisor/Evaluator Signature _____ **Date** _____

(This signature verifies that the supervisor/evaluator has completed all sections of the Evaluation of Teaching form and completed the post-observation meeting/discussion with the instructor.)

Instructor Signature _____ **Date** _____

(This signature verifies that the instructor has reviewed this form, been provided with an opportunity to document a response, and completed the post-observation meeting/discussion with the supervisor/evaluator.)

OBSERVATION OF TEACHING GLOSSARY

The purpose of this glossary is to provide examples of some of the components contained in the Evaluation of Teaching Form. It is intended for use by observers as a guide with selected (but, not inclusive) examples of teaching effectiveness, and by instructors as a guide with selected (but, not inclusive) components to consider when delivering content. It is not meant for use as a checklist. The observed class/teaching may include, but is not limited to the following components.

COURSE MATERIALS

Syllabus clearly communicates:

- course policies and expectations
- due dates/course calendar
- course, program, college, and CCCS student learning outcomes
- (syllabi for online courses are tailored to delivery method and divided into smaller documents)
- Course materials and syllabus are in accessible format

Lesson plan or course calendar/outline meets course objectives

D2L shell contains course syllabus and is easy to navigate:

- content is divided into logical modules, units, chapters etc.; news items give clear instruction; discussions and assignments follow logical sequences
- supports all instructor/student functions (example: discussion, drop box, grade book) relevant to the course and documents are posted in PDF or rich text file (RTF) whenever possible
- first day news item includes welcome, course description, contact information and clear instruction on where to begin for online courses
- contains links to the universal syllabus and other sites as appropriate
- (design follows current standards for Online and Hybrid courses) (see appendix to this document)

CLASS STRUCTURE AND ORGANIZATION

Organized delivery may include:

- beginning class with statement of outcomes
- summarizing where previous class left off
- connecting content to previous learning
- concluding session with discussion supporting objectives or reviewing upcoming assignments

PROMOTES STUDENT ACHIEVEMENT

Facilitates, and monitors, group activity/discussion:

- discussions/activities are clearly tied to course outcomes
- manages inappropriate, or off-topic student participation

COMMAND OF SUBJECT MATTER

Demonstrates mastery and currency of the subject matter and/or skill being presented:

- Compares outdated information/ideas to current trends in the discipline
- Conveys expectations which are both reasonable and challenging
- Provides clear explanations using appropriate vocabulary and examples
- Encourages independent, critical, or reflective thinking

PRESENTATION SKILLS

Communicating effectively may include:

- uses gestures and body movement effectively
- speaks distinctly, with volume, and appropriate speed
- uses lecture notes sparingly
- makes eye contact with students throughout the room
- moves around the room
- monitors and participates in online discussion to reinforce, correct, or redirect as appropriate

PRESENTATION SKILLS (continued)

Effectively utilizes materials, including technology and use of the following items to engage/interest students:

- models, examples, teaching aids
- markers/ white board
- handouts/assignments
- exam/quizzes
- use of smart classroom technology
- PowerPoint
- videos

PROFESSIONAL BEHAVIOR AND COURTEOUS INTERACTION WITH STUDENTS

Encourages an atmosphere of mutual respect:

- promotes appropriate and courteous two-sided communication/interaction (may include use of inoffensive language or humor)
- begins and ends class on time
- deals with inappropriate online D2L postings as quickly as possible
- corrects, clarifies, and coaches
- shows enthusiasm for the material and makes students want to learn
- notices and praises student mastery and/or concept comprehension
- respects the confidentiality of student information

OBSERVATION OF TEACHING APPENDIX

Standards for Online and Hybrid Course Design at PCC DESIGN

Course Overview and Introductory Materials

- First-day News item that includes: a welcome to students, a brief course description, contact info for faculty (or instructor widget—see below) and clear instructions about what to do to begin the course.
- Introduction module under Content that includes syllabus tailored to delivery method and divided into smaller documents: course description and competencies, college-wide policies, class policies, schedule of due dates and other information students need but that isn't part of a specific unit of the course

Course Materials

- Content divided into logical modules, units, chapters, etc.
- List of outcomes (competencies) for each module
- Instructor –produced overview of each module (can also be a News item)
- Documents in PDF or rich text file (rtf) format whenever possible
- Publisher materials as appropriate
- Instructions about accessing publisher materials if they are not inside course shell
- Links to other sites as appropriate
- Make course materials accessible: add descriptive alt tag to images; avoid mixing colors with text; post transcripts for audio/video elements

Learner Engagement, including Discussions

- Discussions that are clearly tied to course outcomes
- At least one ongoing discussion available throughout the semester
- Discussions as a bridge between online and F2F in hybrid classes
- Open discussion topic in which students can talk about issues not tied to specific unit
- Clear explanation of requirements for graded discussions: number of postings, length, grammatical correctness, timing

Assessment and Measurement

- All assessments clearly tied to course outcomes
- Varied assignments that tap into a variety of learning styles
- Clear instructions about how exams will work that students can access before opening exam itself: timing, ability to skip questions and go back to them, etc.
- Clear explanation of requirements for assignments and how assignments will be evaluated
- Grade Book includes a column for each graded assignment, discussion, or assessment

TEACHING PRACTICES

Course Overview and Introductory Materials

- Double-check all dates for accuracy before term begins
- Add News items at regular intervals throughout semester
- Always keep the following four NavBar links in such order: Course Home, Content, Discussions, Class List

Course Materials

- Update availability for Content modules and topics before term begins
- Make sure all links are working before semester begins
- Review all content items for potential updating and additions to enrich course

Learner Engagement, including Discussions

- Update availability for Discussions before term begins
- Monitor discussion postings every 48 hours and participate as appropriate to reinforce, correct, redirect
- Deal as quickly as possible with inappropriate postings
- Respond to student emails within 48 hours

Assessment and Measurement

- Update deadlines on all Drop Box and Quizzes items before semester begins
- Monitor course closely during testing periods to troubleshoot student problems
- Grade all Drop Box and Quizzes items promptly