



CLASSROOM OBSERVATION OF TEACHING FEEDBACK AND ASSESSMENT OBSERVATION FORM

Faculty's Name: _____ Date: _____

Course Title: _____ Course #: _____ Hour: _____

College: _____ Department: _____

Location: _____ Observer's Name (please print): _____

Advanced	Extensive, Thorough support, in-depth, insightful, tightly connected, substantive
Proficient	Effective, connected
Developing	Partial, vague, inconsistent, loosely connected
Emerging	Minimal, limited, little or no evidence

Feedback and Assessment	A	P	D	E	N/A	Comments/Descriptions
<p>Philosophy of assessment is articulated that provides a rationale for, and links assessments to, learning objectives.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"> ● Teaching Philosophy: A piece of evidence that a faculty member could use is a written statement in his/her course calendar or assessment(s). e.g. <i>Assessments effectively designed and administered are useful measures of students' learning and attainment of learning objectives/goals. I also administer assessment of and for learning and use the results to inform decisions for future teaching and assessments, and to improve students' overall academic performance.</i> ● Examples of formative assessments ● Examples of summative assessments ● Learning objectives 						

Feedback and Assessment	A	P	D	E	N/A	Comments/Descriptions
<p>Communicates assessment alignment to learning objectives.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"> ● Referenced specific components of the assessments to learning objectives ● Referenced back to previous activities, discussions and assignments 						
<p>Sets and communicates clear expectations/criteria for assessments.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"> ● Review of assessment criteria ● Review of assessment format ● Review of where study material is available in D2L <ul style="list-style-type: none"> ○ Rubrics available ○ Power Point Presentations ○ Handouts ○ Additional resources 						
<p>Listens carefully to student comments and questions during the review for upcoming assessment, and responds effectively.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"> ● Restates students' questions to check for understanding ● Responds to questions addressing what, why, how, etc. 						
<p>Uses effective questioning techniques during the review for upcoming assessment.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"> ● Uses appropriate wait time following questions ● Repeats student responses so everyone could hear them ● Acknowledges and encourages students' responses by saying things like, "tell me more about that," or, "yes, and can anyone add to that response." 						

Feedback and Assessment	A	P	D	E	N/A	Comments/Descriptions
<p>Provides and communicates additional resources and support available to assist students with preparing for assessments. Examples may include but are not limited to:</p> <ul style="list-style-type: none"> • Instructor offers additional opportunities for student interaction such as review sessions, etc. • Instructor reminds students of available study halls within the department and around campus, such as writing lab, etc. 						
<p>Instructor provides a variety of assessment choices for students to demonstrate learning. List specific assessment choices use here:</p> <hr/> <hr/> <hr/>						
<p>Reviews how assessments will be graded. Examples may include but are not limited to:</p> <ul style="list-style-type: none"> • How assessment will be graded, i.e. points, percentages, etc. • What percentage of the overall course grade the assessment reflects 						
<p>Faculty member discusses alignment of assessment to program and university outcomes. Examples may include but are not limited to:</p> <ul style="list-style-type: none"> • Gives specific examples of how assessment addresses specific university and/or program-level outcomes • Explain how an assignment measure a stated program or university outcome • Use grading rubric that list specific program/university outcome. 						



Feedback and Assessment	A	P	D	E	N/A	Comments/Descriptions
<p>Faculty member conducts research to evaluate student ability and/or engages in scholarly inquiry to assess students' ability to apply ethical principles and demonstrate spiritual discernment in and/or when using technology.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"> • <i>Class discussion on the ethical use of AI and technology</i> • Assignment instruction in D@L that include explicit criteria for ethical use of AI • Syllabi documenting expectation of ethical use of AI • D2L discussion board for student to analyze ethical scenarios. 						



Holy Spirit Empowered Teaching & Learning	A	P	D	E	N/A	Comments/Descriptions
<p>Communicates and addresses questions related to portion of the assessment that addresses the student's understanding of a biblical worldview.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none">• Instructor reminds students of assignments, quizzes, projects, discussions, etc. includes a biblical worldview• Class discussion on spiritual discernment on the use of AI and technology						

Summary Comments

Things that went well for the instructor/class:

Challenges in this particular class:

Specific suggestions for enhancing the learning environment: