**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):

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| **A**dvanced | Extensive, Thorough support, in-depth, insightful, tightly connected, substantive |
| **P**roficient | Effective, connected |
| **D**eveloping | Partial, vague, inconsistent, loosely connected |
| **E**merging | Minimal, limited, little or no evidence |

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| **Feedback and Assessment** | **A** | **P** | **D** | **E** | **N/A** | **Comments/Descriptions** |
| Philosophy of assessment is articulated that provides a rationale for, and links assessments to, learning objectives.  ***Examples may include but are not limited to****:*   * 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. *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.* * Examples of formative assessments * Examples of summative assessments * Learning objectives |  |  |  |  |  |  |

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| **Feedback and Assessment** | **A** | **P** | **D** | **E** | **N/A** | **Comments/Descriptions** |
| Communicates assessment alignment to learning objectives.  ***Examples may include but are not limited to****:*   * Referenced specific components of the assessments to learning objectives * Referenced back to previous activities, discussions and assignments |  |  |  |  |  |  |
| Sets and communicates clear expectations/criteria for assessments.  ***Examples may include but are not limited to****:*   * Review of assessment criteria * Review of assessment format * Review of where study material is available in D2L * Rubrics available * Power Point Presentations * Handouts * Additional resources |  |  |  |  |  |  |
| Listens carefully to student comments and questions during the review for upcoming assessment, and responds effectively.  ***Examples may include but are not limited to****:*   * Restates students’ questions to check for understanding * Responds to questions addressing what, why, how, etc. |  |  |  |  |  |  |
| Uses effective questioning techniques during the review for upcoming assessment.  ***Examples may include but are not limited to****:*   * 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.” |  |  |  |  |  |  |

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| **Feedback and Assessment** | **A** | **P** | **D** | **E** | **N/A** | **Comments/Descriptions** |
| Provides and communicates additional resources and support available to assist students with preparing for assessments.  ***Examples may include but are not limited to****:*   * 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 lob, etc. |  |  |  |  |  |  |
| Instructor provides a variety of assessment choices for students to demonstrate learning.  ***List specific assessment choices use here:*** |  |  |  |  |  |  |
| Reviews how assessments will be graded.  ***Examples may include but are not limited to****:*   * How assessment will be graded, i.e. points, percentages, etc. * What percentage of the overall course grade the assessment reflects |  |  |  |  |  |  |
| Faculty member discusses alignment of assessment to program and university outcomes.  ***Examples may include but are not limited to****:*   * Gives specific examples of how assessment addresses specific university and/or program level outcomes |  |  |  |  |  |  |

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| **Holy Spirit Empowered**  **Teaching & Learning** | **A** | **P** | **D** | **E** | **N/A** | **Comments/Descriptions** |
| Communicates and addresses questions related to portion of the assessment that addresses the student’s understanding of a biblical worldview.  ***Examples may include but are not limited to****:*   * Instructor reminds students of assignments, quizzes, projects, discussions, etc. includes a biblical worldview |  |  |  |  |  |  |

**Summary Comments**

Things that went well for the instructor/class:

Challenges in this particular class:

Specific suggestions for enhancing the learning environment: