**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):

|  |  |
| --- | --- |
| **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: