



**FACULTY CLASSROOM OBSERVATION /
EVALUATION FORM**
(For PART-TIME, LTS and TENURED FACULTY)

Semester _____ Academic Year _____ Date of Eval./Observation _____

Name of Faculty Evaluatee _____ College _____

Evaluator _____

General instructions:

This form is for all part-time, LTS and tenured faculty classroom observations/evaluations. Part-time and tenured faculty observations/evaluations must be conducted once every three years.

For initial entry by a Part-time faculty member into the Part-time Faculty Rehire Preference Pool, Part C must be completed and the summary evaluation rating must be "exemplary" or "surpasses." In subsequent evaluations (after initial entry into the Part-time Faculty Rehire Preference Pool), a summary evaluation rating must be "surpasses" or "exemplary" for a part-time faculty member to remain in the Part-time Faculty Rehire Preference Pool. If the evaluation rating is lower, they will be allowed to request a second evaluation, as per current policy.

Prior to the classroom observation/evaluation, the Evaluator shall meet with the faculty member to discuss the goals and objectives for the class. The Evaluator should be familiar with the course outline. The faculty member may provide the Evaluator with any additional course materials considered appropriate.

A. Motivation and Interpersonal Skills

1. The instructor (*check those that were observed or otherwise shown to be a part of the class*):

- is enthusiastic about the subject matter of the class
- presents ideas clearly
- creates an atmosphere conducive to learning
- encourages student participation
- uses different instructional modes of delivery (e.g. lecture, discussion, small group, chalkboard, overhead projector, film, PowerPoint, illustrations of written text, etc.)
- supports students by treating them with respect
- responds to students' questions/concerns
- keeps the class discussion or lab focused

B. Knowledge Base & Application of Knowledge Base

1. The instructor (*check those that were observed or otherwise shown to be a part of the class*):

- is knowledgeable in the subject area
- is organized and prepared
- reviews/summarizes content, as appropriate
- involves students in class activities, as appropriate
- asks students questions
- encourages students to analyze, synthesize and evaluate
- achieves objective(s) of class or lab

C. Evaluation rating:

The instructor:

- Is exemplary
- Surpasses requirements
- Meets all Requirements
- Does not consistently meet requirements
- Does not meet requirements

D. Justify your rating. Please be as specific as possible:**NOTE: Justification of Rating**

A rating of "Exemplary" or "Surpasses" is required for part-time faculty (who otherwise qualify) to gain entry into the Preferred Hiring Pool (*see* Article 30 of PFT contract). If you give a faculty member an evaluation rating of either "Exemplary" or "Surpasses" in part C, **you must** justify your rating, citing example(s) and/or specific factor(s). There is no "minimum" number of examples/factors that must be described **in this section** for a rating of "Exemplary" or "Surpasses." The requirement in this section is that the rating be clearly justified by the observer. Use additional page(s) if necessary."

Examples **may** include one or more of the following:

- unique and extremely effective ways in which the instructor demonstrates her/his motivational and interpersonal skills,
- exceptional knowledge base or application of knowledge base,
- other areas in which the instructor excels in the classroom, lab, dance or art studio, etc.

Specific factors **may** be -- but are not limited to -- attributes such as the ability to:

- synthesize and present ideas very clearly,
- use carefully chosen audio-visual items,
- use physical demonstrations and/or artifacts to clarify concepts,
- have outstanding methods for addressing different learning styles,
- encourage development of analytical and critical thinking (e.g., discussing various possible reasons for a specific experimental result in a science class or having students analyze issues and prepare well-supported arguments using more than one perspective in a social science class)
- demonstrate responsiveness to students
- maintain high standards

- make learning relevant to students' lives, for example, by practicing "active learning" in the form of such activities as the use of case studies, oral or written problem-based exercises, role-playing, small group discussions, student presentations to class, etc.

Signatures:

Evaluator: _____ Date: _____

Evaluee: _____ Date: _____