



Classroom observation by administrators is a valuable means of evaluating faculty. Since administrator evaluations are conducted periodically, they are not able to offer a comprehensive evaluation of course content and teaching. Faculty are not expected to exhibit or address all the evaluative criteria listed below. Certain courses and lessons will provide different opportunities to address different evaluative criteria. We must also acknowledge the Hawthorne Effect. Subjects being observed will change their behavior simply because they are being observed. This effect does not invalidate peer evaluation, but it does take this reality into account when using peer evaluation as an assessment tool.

Instructor:	Term:
Observer:	Course Title:
Location:	Date:

*Rating System 1 – Poor 2 – Fair 3 – Average 4 – Good 5 – Excellent NA – Not Applicable*

Course Content	1	2	3	4	5	NA
1. Focuses on content relevant to course learning outcomes.						
2. Directs discussion toward the accomplishment of course learning outcomes.						
3. Respects appropriate standards and rules of scholarship and research.						
4. Provides training in academic skills necessary to benefit from academic scholarship.						
5. Incorporates means of practical application of course content into course learning activities or assignments.						
6. Provides opportunities for students to make connections across the curriculum.						
7. Provides opportunities for students to articulate the complex relationship between faith, learning, and practice.						
8. Provides opportunities for students to explore the diversity of application of course content and skills.						
9. Challenges students to think critically and provides meaningful opportunities to do so.						
10. Challenges students to think creatively and provides meaningful opportunities to do so.						

Comments:

Teaching	1	2	3	4	5	NA
1. Is well prepared for class.						
2. Demonstrates sufficient mastery of content.						
3. Teaching is appropriately grounded in the assigned text.						
4. Instructor begins class promptly and ends at time designate on course schedule and syllabus.						
5. Demonstrates enthusiasm and joy in learning.						
6. Stimulates students' interest and desire to learn.						
7. Employs discussion as a teaching method when appropriate.						
8. Engages with and cares for all students.						
9. Encourages active involvement of all students.						
10. Performs meaningful checks of student understanding.						
11. Models clear communication.						
12. Forms clear, thought-provoking questions.						
13. Requires students to communicate clearly.						
14. Uses Scripture as his or her authority in reasoning and teaching.						
15. Challenges students to submit their reasoning to the authority of Scripture.						
16. Challenges students to evaluate course knowledge, concepts, skills, and attitudes in light of Scripture.						
17. Integrates disciplines in a meaningful way when appropriate.						
18. Encourages students to connect knowledge, concepts, and skills across the curriculum.						
19. Encourages students to connect knowledge, concepts, and skills to students' individual callings.						
20. Demonstrates practical application of course knowledge, concepts, and skills.						

Comments: