AUSTIN PEAY STATE UNIVERSITY

College of Behavioral Health and Sciences

Enhanced Peer Evaluation Report for Face-to-Face Courses: Formative & Summative

Please check the appropriate boxes below:

□ Formative
□ Summative
□ Seeking Retention (Years 2-5)
□ Seeking Tenure (Year 6 - (only summative required))
□ Seeking Promotion (only summative required)

Faculty member being evaluated: _____ Faculty Member's Rank: _____

Faculty Member's Department: _____ Semester / YR of Evaluation: _____

Years of Prior Credit Awarded toward Tenure: _____

Number of Years of Probationary service at APSU including present year: ____

Course Number: (e.g. COMM 2045): _____ Course Title: _____

Course Meeting Time (e.g., MWF 9:05 a.m.—10 a.m.) _____

Course Modality:

Face-to-face □
Hybrid □
Hybrid Light □
Desktop Video Conferencing □
Other (please explain):

Formative Evaluation Information:

Date of Evaluation: _____ Number of Students in Attendance Class _____

Number of Students Enrolled in Class _____

Formative Feedback Information: *Note meeting must occur with evaluator and faculty member being evaluated within one week of evaluation date.*

Date of Meeting: _____ Time Range: (e.g., met from 10:30-11:00 am) _____

Meeting Location (if in-person, include Building & Room #l; if virtual, list platform): _____

Summary of Observed Strengths and Areas for Improvement as discussed with faculty member being evaluated (Please attach another document if necessary):

Summative Evaluation Information:

Date of Evaluation: _____

Time Range: (e.g., Class observed from 09:35 -10:40 am) _____

Room Location (if in-person, include Building & Room #): _____

Summative Evaluation of Teaching Effectiveness

Rating Scale: (1 = Very Ineffective, 2 = Ineffective, 3 = Satisfactory, 4 = Effective, 5 = Very Effective)

Using the scale above, rate the following dimensions - course design and organization, communication and interaction, course content, assessment and feedback, and syllabus.

For each of these dimensions, you will see a list of positively phrased illustrative behaviors related to the dimension. (This is not a comprehensive list.) In arriving at your overall rating for a dimension, consider the extent to which these statements are true about the course/module you are evaluating. If the statements are largely true, that would support a higher rating. If the statements are largely false, that would support a lower rating. If you made different observations (strengths or weaknesses) that formed the basis for your evaluation, please note those in the space provided as an explanation for your rating of the dimension.

Please note that teaching effectiveness will be primarily evaluated in classroom visits. However, some dimensions may require the reviewer to take a more holistic view of the course (review of syllabus, course schedule, Learning Management System (LMS) shell, etc.).

Please circle at least two statements that were particularly influential in the rating you assigned to each dimension, i.e., the illustrative behaviors that were more or less visible in the class session or module you reviewed that guided your overall dimension rating. The statements you identify could be ones you added or some that appear under the dimension heading.

I. Course Design and Organization **1** **2** **3** **4** **5**

Comments

Illustrative behaviors related to course design and organization may include:

A. Defines learning outcomes at course / module/ lesson/ assignment levels.
B. Connects course/lesson outcomes to program/department outcomes and accreditation standards as applicable.
C. Appropriately chunks and paces lecture material.
D. The amount of student engagement required with course materials (e.g., textbook reading, reviewing module entries, etc.) is appropriate given the level of the course.
E. Summarizes and distills main points at the end of class.
F. _____

II. Communication, Interaction, and Engagement **1** **2** **3** **4** **5**

Comments

Illustrative behaviors related to communication, interaction, and engagement may include:

A. Engages students using one or more of the following strategies: discussion, active learning, collaboration, metacognitive activities, reflection prompts, service learning, lab work, etc.
B. Communicates enthusiasm toward the content.
C. Creates an environment of respect conducive to learning.
D. Presents / encourages diverse points of view.
E. Responds constructively to students' comments/ questions.
F. _____

III. Content **1** **2** **3** **4** **5**

Comments

Illustrative behaviors related to class content may include:

A. Demonstrates an appropriate level of subject matter expertise.
B. Instructional materials provided support achievement of student learning outcomes or help students answer course questions.
C. Class content reflects current research and practice on the subject matter.
D. Integrates technology/media where appropriate to enhance learning opportunities.
E. Course materials represent a range of diverse voices.
F. Course content is made accessible to all students in compliance with the Americans with Disabilities Act.
G. _____

IV. Assessment and Feedback **1** **2** **3** **4** **5**

Comments

Illustrative behaviors related to assessment and feedback may include:

A. Schedules regular summative assessments.
B. Embeds formative assessments in lesson plans.
C. Rubrics are used to evaluate how well students have met a learning outcome.
D. Incorporates varied assessment strategies to correspond with disparate learning styles /preferences.
E. Provides timely feedback to students, including real-time feedback.
F. Sufficient information is provided to students (via the syllabus or the grade book) so students understand how their final course grade will be determined.
G. _____

V. Global Score for the 4 teaching dimensions. Place the score for each dimension and calculate the mean for the global score:

____ Course Design and Organization
____ Communication, Interaction, and Engagement
____ Content
____ Assessment and Feedback

Mean score for teaching effectiveness_____ (__/4)

VI. Course Syllabus

As a part of the enhanced peer review, include a review of the required course syllabus components (refer to the most up-to-date faculty handbook for additional guidance on developing the syllabus). The candidate should do a self-review of his/her syllabus prior to the course review and share the self-review ratings with the reviewer. Departments may adapt the items as applicable to their discipline. In the appropriate column (self/peer), Place a checkmark on all components met. Offer comments where necessary paying special attention to any items that need attention.	**Comments**

Self-Review	**Peer-Review**	
		1. ADA compliant syllabus posted in LMS shell and easily found*
		2. Course Designations to include: Numbers, Title, Credit Hours, Semester and Year, Instructor's Name, Office Hours, Office Number, Phone, and Email Address
		3. Course Description and Prerequisites (as indicated in the Bulletin)
		4. Course Objectives (add accreditation standards and SLO's as applicable)
		5. Required Learning Resources, or Textbook, and/or supplemental reading
		6. Course Requirements Examples: Test(s), Reading Lists, Visual Aids, Computer Laboratories, Field Trips, etc.
		7. Basis and Methods for Grading. Gradebook posted in LMS and reflects what is posted in syllabus.
		8. Attendance Policy
		9. Disability Policy
		10. Policy on Minors
		11. Service Animals in the Classroom
		12. Academic and Classroom Misconduct
		13. Midterm Grades statement if applicable
		14. Caveat (Standard statement that syllabi might change)
		15. Other departmental requirements where applicable
		*Note: The syllabus is to be posted 2 days prior to start of class

Summative Narrative Comments on Observed Strengths and Areas for Improvement
Must include comments on changes between formative and summative evaluations, especially items in formative summary.

Topics to comment on (at a minimum):

1) Specific examples of observed strengths.
2) Specific examples of observed areas needing improvement.
3) Specific recommendations and suggestions for improvement of teaching effectiveness.

Evaluator's Name (print): _____

Evaluator's Department: _____

Evaluator's Signature: _____ Date:_____