Instructor: Course:

Observation Date: Peer Evaluator:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson Organization** | **Exemplary** | **Proficient** | **Acceptable** | **Developing** | **Not Observed** | **Notes** |
|  |  |  |  |  |
| Course requirements are clearly stated (Item 5) |  |  |  |  |  |  |
| * Objective(s) for the class are clearly stated.
 |  |  |  |  |  |  |
| In-class learning activities support student learning (Item 6) |  |  |  |  |  |  |
| * Activities were selected to engage students in the right level of thinking
 |  |  |  |  |  |  |
| * Activities were selected and sequenced to reach the class objective
 |  |  |  |  |  |  |
| Instructional Tools are used effectively to support student learning (Item 8) |  |  |  |  |  |  |
| Professor utilizes class time in a manner conducive to student learning (Item 11) |  |  |  |  |  |  |
| * Class starts on time
 |  |  |  |  |  |  |
| * Class ends on time
 |  |  |  |  |  |  |
| * Class time was spent on important topics/activities. Less important topics/activities received less time.
 |  |  |  |  |  |  |
| * The objective(s) for the class were met in the class session.
 |  |  |  |  |  |  |
| Overall instruction is effective for student learning (17) |  |  |  |  |  |  |
| **Knowledge of Subject Matter** | **Exemplary** | **Proficient** | **Acceptable** | **Developing** | **Not Observed** | **Notes** |
|  |  |  |  |  |
| Professor’s ability to explain course concepts supports student learning (Item 10) |  |  |  |  |  |  |
| * Explained important ideas clearly
 |  |  |  |  |  |  |
| * Demonstrated command of the subject matter
 |  |  |  |  |  |  |
| * Responded appropriately to student questions
 |  |  |  |  |  |  |
| **Student Engagement and Rapport** | Exemplary | Proficient | Acceptable | Developing | Not Observed | Notes |
|  |  |  |  |  |
| Opportunities for critical thinking are provided (Item 9) |  |  |  |  |  |  |
| * Instructor asked high-level questions that engaged students
 |  |  |  |  |  |  |
| * Instructor initiated class-wide discussion or small group interactions around critical thinking opportunities
 |  |  |  |  |  |  |
| Feedback from professor is informative and timely, supporting student learning (Item 13) |  |  |  |  |  |  |
| * Instructor responded to student statements with feedback to support student learning
 |  |  |  |  |  |  |
| * Instructor monitored student individual or group work and provided feedback
 |  |  |  |  |  |  |
| **Faith Integration** | **Exemplary** | **Proficient** | **Acceptable** | **Developing** | **Not Observed** | **Notes** |
|  |  |  |  |  |
| Professor models Christian ethics (integrity, honesty, kindness, respect) (Item 15) |  |  |  |  |  |  |
| * Professor/student interactions exhibit integrity, honesty, kindness, and respect.
 |  |  |  |  |  |  |
| Christian faith is integrated into the course material as relevant to the subject matter. (16) |  |  |  |  |  |  |
| * Biblical perspective is discussed in class (devotional, prayer, etc.)
 |  |  |  |  |  |  |
| * Biblical perspective is taught with a direct connection to the objective of the class.
 |  |  |  |  |  |  |
| Student Supports | **Exemplary** | **Proficient** | **Acceptable** | **Developing** | **Not Observed** | **Notes** |
|  |  |  |  |  |
| Professor is accessible outside of class to provide assistance. (Item 14) |  |  |  |  |  |  |
| * Professor allowed time for questions about assignments or general class questions.
 |  |  |  |  |  |  |
| * Professor reiterated office hours or encouraged students to reach out with questions or concerns.
 |  |  |  |  |  |  |