**Peer/Panel Evaluation for Evaluatee:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator(s) check one:** □ Peer or □ Panel**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**If panel evaluation, please list the chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Your willingness to assess your faculty peers will assist them in improving their instructional expertise. The peer evaluation of faculty is designed to provide feedback on faculty member’s strengths and weaknesses from the perspective of their colleagues. This evaluation, along with the self, student, and administrative evaluation provide the faculty member valuable insight, and useful strategies for professional development, growth and improvement.

**EVALUATOR’S CHECKLIST**

|  |
| --- |
| **1. □ Classroom Visitation (*9th – 13th week of the semester).*** **□ Online Visitation (*9th – 13th week of the semester).*** |
| A. Prior to the classroom observation/evaluation, the Evaluator shall contact the faculty member being evaluated to arrange a classroom visit ***(or two if necessary)***. |
| Date of Classroom Visit: |  | Class Visited: |  |
| B.1. □ Post-visitation, individual discussion held within three weeks of classroom visit. (Associate Faculty) |
| Date of Individual Discussion: |  |
| B. 2. □ Panel-meeting.  |
| Date of Panel Discussion: |  |
|  |
| **2. Review of Materials from the Instructional Office.** |
| A. Review the faculty member’s self-evaluation  materials.  *Available the 11th week of the semester.* | B. Review student evaluations  *Available the 13th week of the semester.* |
| Date Reviewed: |  | Date Reviewed:  |  |
| *Signatures* |
| **3. Complete this form and return it to the Instruction Office (no later than the 16th week of the semester).** |

**EVALUATION DOMAINS**

1. **EFFECTIVE TEACHING**
2. **SERVICE and PROFESSIONAL DEVELOPMENT**

**EVALUATION RATINGS:**

Please use a scale of 1-5 with ‘1’ meaning unsatisfactory and ‘5’ meaning exceptional; if not applicable use **N/A**.

**(1)** UNSATISFACTORY **–** Performance is at an unacceptable academic and professional level. Comment(s) required.

**(2)** NEEDS IMPROVEMENT– Performance is below, in some areas, the academic and professional level ordinarily expected of community college instructors. Comment(s) required.

**(3)** SATISFACTORY - Performance is typical of the academic and professional level ordinarily expected of community college instructors.

**(4)** GOOD - Performance is above the academic and professional level ordinarily expected of community college instructors.

**(5)** EXCEPTIONAL - Performance far exceeds the academic and professional level ordinarily expected of community college instructors.

 N/A – Not Applicable

In this portion of the assessment, please rate the faculty member’s job performance based on the following areas as they relate to the faculty member’s job description. Please **consider** criteria to assist you in the evaluation process of the different nature of each teaching field and uniqueness of each program. Please use the “comment and suggestions” area to explain or elaborate responses. Comments are required for any unsatisfactory or needs improvement evaluation.

**I. EFFECTIVE TEACHING**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  **A. Review of Self-Evaluation Materials** | **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(NA)** |
| 1. Provides updated course material, including assignments, tests, and lecture material, sample projects.
 |  |  |  |  |  |  |
| 1. Uses grading policies and mechanisms that reflect objective assessment.
 |  |  |  |  |  |  |
| 1. Course syllabi and material communicate required material, policies, and class schedule, etc.
 |  |  |  |  |  |  |
| 1. Completes assessment of student learning outcomes (SLOAC) for courses and degrees/certificates (if applicable), using data and/or reflective practices as one method of improving student learning.
 |  |  |  |  |  |  |
|   5. Course materials reflect the appropriate level of academic rigor. |  |  |  |  |  |  |

Provide comments, commendations and/or suggestions. If not applicable, use N

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **B. Classroom Observation** | **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(NA)** |
| 1. Identifies class session goals or student learning objectives.
 |  |  |  |  |  |  |
| 1. Conveys knowledge of the subject material.
 |  |  |  |  |  |  |
| 1. Establishes a student-instructor relationship promoting an active, respectful, learning environment (e.g., a learning environment free of disruptive behavior).
 |  |  |  |  |  |  |
| 1. Demonstrates sensitivity to diverse learning styles/challenges (i.e., uses a variety of instructional methods/media to address student learning styles).
 |  |  |  |  |  |  |
| 1. Communicates ideas and materials clearly and effectively.
 |  |  |  |  |  |  |
| 1. Creates an environment that stimulates student interest and participation.
 |  |  |  |  |  |  |
| 1. Responds to student questions thoroughly and thoughtfully.
 |  |  |  |  |  |  |
| 1. Student evaluations are consistent with the classroom observations.
 |  |  |  |  |  |  |

Using the classroom observations and points made in the student evaluations, please summarize your ratings and cite specific examples and/or factors. Provide comments, commendations and/or suggestions. If not applicable, use NA.

**II. INSTITUTIONAL SERVICE**, **PROFESSIONAL DEVELOPMENT, and COMMUNITY SERVICE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  **A. Institutional Service** | **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(NA)** |
| 1. Demonstrates sensitivity in working with students, faculty, and staff from diverse backgrounds.
 |  |  |  |  |  |  |
| 1. Participates and contributes effectively in internal/shared governance projects and attends required meetings.
 |  |  |  |  |  |  |
| 1. Contributes to the development/needs of their program/division/institution.
 |  |  |  |  |  |  |
| 1. Advises students in academic and program areas.
 |  |  |  |  |  |  |
| 1. Supports and is involved or advises any student activities (e.g., clubs or organizations).
 |  |  |  |  |  |  |

Provide comments, commendations and/or suggestions. If not applicable, use NA.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  **B. Professional Development** | **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(NA)** |
| Demonstrates concern for continued self-evaluation and professional growth.  |  |  |  |  |  |  |

Provide comments, commendations and/or suggestions. If not applicable, use NA.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  **C. Community Service** | **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(NA)** |
| Performs community service (i.e., trains or consults with local /regional businesses, industries; contributes to community events and activities, etc.). |  |  |  |  |  |  |

Provide comments, commendations and/or suggestions. If not applicable, use NA.