

To: All full time Faculty and Academic Development Specialists
From: Scott Stevens
Re: Annual Observation
Date: August 22, 2016
C: Karen Asenavage, Joe Matterer, Chris Smith, Lynn Robinson, Jeanne Cannavo

It's time to schedule an observation of all full time faculty and academic development specialists—and professionals with significant teaching loads. As was the case last year, we have moved the schedule to the fall, in part, to capture additional data for colleagues undergoing peer reviews and in part to conclude all observations prior to the start of annual evaluations, which begin in January. Joe, Karen, and I look forward each year to this opportunity to see you at your craft and to become more familiar with your teaching. In addition, the observation is summative in nature and therefore is factored into our annual evaluation of your teaching. However, I want to reassure everyone that Karen, Joe, and I recognize that no single observation can accurately portray what goes on in the remaining 185 or more days in which you find yourself in the classroom each year. Rather, we look to the observation to reinforce what information we have gathered from hundreds of student evaluations, observations from previous years, and your own self-reporting of your performance in the classroom.

I have attached the criteria used to evaluate classroom performance during the observation. Shortly after the observation, you will receive a written report, including assessments (i.e., poor, fair, good, very good, excellent) in each of the four areas of teaching listed on the criteria form: planning, instruction, management, and interpersonal skills.

Faculty should follow these procedures in preparation for the observation:

(1) You should see Chris Smith, Lynn Robinson, or Jeanne Cannavo to schedule an observation with Karen Asenavage, Joe Matterer, or myself. The coordinators will have a list of who was observed by whom last year. Please select from the two administrators who did **not** observe you in 2015. We believe this to be important so that your record of observations is not limited to a single individual's perspective. Promotions, peer reviews, and annual evaluations require input from multiple observers. Please sign up by August 29 for an observation date falling between now and December 9.

(2) Observations are required for all faculty members and academic development specialists, ***except those who have completed their peer review or promotion within the past 18 months or who are planning to retire this year*** (Ken Cranker, Scott Duarte, Nonie Bell, Mikie Sarmiento, Nigel Caplan, and Anne Owen qualify for an exemption).

(3) Observations must be held this semester to allow time for the three of us to prepare for year-end evaluation meetings during January, February, and March.

(4) On the day of the observation, please provide the observer (1) a copy of the syllabus, (2) eight week timeline, and (3) a detailed lesson plan, the last including the instructional context for the lesson (i.e., how it fits with what has previously been taught and what will subsequently be taught), what on the eight week timeline has been covered to date, the day's sequenced activities and handouts, a brief explanation of how the activities meet the course learning outcomes, and a note about any special circumstances about which the observer should be aware. Finally, the faculty member is encouraged but not required to specify which area of teaching (planning, instruction, management, or interpersonal skills) on which he or she would like the observer to focus. A sample lesson plan has been posted on facebook by clicking "Faculty Performance Evaluations." The more details you provide, the more informed the observer's assessment can be.

(5) The observer should return the observation report to the faculty member within a week, placing a copy in the teacher's personnel file. Faculty members are welcome but not required to meet with the observer to discuss the report.

Each year we find observations to be a wonderfully affirming process, showcasing the outstanding teaching carried out in the ELI every day. Thank you for your ongoing dedication to excellence.

Elements of Effective Teaching

The effective teacher should:

I . Planning

- A . Meet learning outcomes of the curriculum/syllabus
- B . Show mastery of subject area
- C . Design Pedagogically sound lessons with:
 - 1 . stated objectives
 - 2 . modeled activities
 - 3 . guided practice
 - 4 . checks for understanding
 - 5 . feedback/evaluation
 - 6 . review/closure
- D . Learn new techniques and keep abreast of applied research

II . Instruction

- A . Use methodology appropriate for class
- B . Provide a balance of teacher/student talk
- C . Make effective use of media, illustrations, resources
- D . Use effective questioning techniques
- E . State intended outcome to lesson
- F . Model new activities to ensure understanding of task
- G . Provide guided practice
- H . Monitor student progress
- I . Check student understanding
- J . Devote appropriate time to task
- K . Spiral lesson to previously learned material

III . Management

- A . Establish and enforce consistent class rules
- B . Keep class on target, avoiding digressions
- C . Control potentially disruptive behavior
- D . Be dependable and responsible (starting class and returning graded assignments on time)
- E . Be organized and prepared
- F . Make good use of time
- G . Manage group work effectively

IV . Interpersonal Relations

- A . Establish positive rapport with students
- B . Be open to learn from students
- C . Keep students involved and actively participating
- D . Show concern for students and their problems
- E . Motivate and inspire students to learn