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**MidAmerica Nazarene University**

**Faculty Observation PEER Review Form**

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| **Professor:** | Jill Bravo | **Department:** | SOE |
| ***PEER Reviewer*****(Name & Title):** | Neil Friesland-Professor of Ed | **Date:** | 2/7/17 |
| **Topic:** | Technology and Education | | |

***General Instructions:*** *Prior to the observation, the PEER Reviewer shall meet with the faculty member to discuss the goals and objectives for the class. The PEER Reviewer should be familiar with the course outline. The faculty member may provide the PEER Reviewer with any additional course materials considered appropriate. Attach any additional documentation, i.e., syllabus, notes, etc.*

*Justify ratings by citing example(s) and/or content. There is no ‘minimum’ number of examples/factors that must be described in this section. The requirement in this section is that the rating be clearly justifiable by the PEER Reviewer.* ***Use additional page(s) if necessary.***

***\*****Examples of evidence provided on page 5.*

**Rate each of the categories as follows:**

4 – Exceptional           3 – Meets Standards            2 – Approaches Standards

1 – Beginning Standards               N – Not Applicable

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TEACHING**  ***The Professor…*** | **4** | **3** | **2** | **1** | **NA** |
| 1.     Shares the objective with students at the start of the lesson and discusses its relevance. |  | x |  |  |  |
| 2.     Makes connections between the content of the lesson and the learner’s context.  Reinforced background knowledge with lesson topic | x |  |  |  |  |
| 3.     Uses effective questioning techniques, incorporating a variety of cognitive levels and encouraging individual accountability.  Open ended, higher order thinking, checking for understanding called on names | x |  |  |  |  |
| 4.     Appropriately responds to students’ questions and comments with interest, encouraging critical thinking to establish a tolerant learning environment. |  | x |  |  |  |
| 5.     Students are encouraged to understand, question, and interpret ideas from diverse perspectives through curriculum development, adaptation, and assessment. |  | x |  |  |  |
| 6.     Provides opportunities for synthetic, creative, and/or critical thinking.  Multiple opportunites for studnets to reflect and synthesis answers to guided questions as well and in cooperative groups | x |  |  |  |  |
| 7.     Uses a variety of instructional methods tailored to the content area of focus, allowing for student to student and student to teacher interaction.  Process- discussion, lecture, video, modeling, cooperative groups | x |  |  |  |  |
| 8.      Uses instructional methods that promote active learning.  Methods engaged learners by promoting cognitive effort, and pushing studnets to participate by calling on names | x |  |  |  |  |
| 9.     Makes data driven decisions by employing a variety of informal and formal assessment techniques throughout the lesson. |  |  |  |  |  |
| 10.     Models a student-centered classroom. |  | x |  |  |  |
| 11.     Integrates students’ use of technology as appropriate.  Modeled, discussed, explained, cooperative groups using tech. | x |  |  |  |  |
| 12.     Utilizes technology to increase student interest, modify and transform instruction and allow for a significant impact on the lesson.  x… SAMR S and A provided |  | x |  |  |  |
| 13.     Involves students in self-assessment and reflective thinking exercises. |  | x |  |  |  |
| 14.     Differentiates the lesson as appropriate for the needs of students.  Process Product Content |  | x |  |  |  |
| 15.    Models concept based teaching.  Excellent. Provided concept map to provide background and rationale | x |  |  |  |  |
| Comments: |  |  |  |  |  |
| **CONTENT**  ***The Professor…*** | **4** | **3** | **2** | **1** | **NA** |
| 1.     Demonstrates competence and knowledge of the subject matter. | x |  |  |  |  |
| 2.     Makes the content meaningful for students by relating content to students’ prior classroom and non-classroom experiences.  Activated prior knowledge, posed thought provoking questions and engaged learners | x |  |  |  |  |
| 3.     Integrates literacy through reading, writing, speaking, listening, and argumentation.  Multiple pathways for literacy and used technology | x |  |  |  |  |
| 4.   Embeds connections between content and information literacy when appropriate. |  | x |  |  |  |
| Comments: |  |  |  |  |  |
| **CLASSROOM MANAGEMENT**  ***The Professor…*** | **4** | **3** | **2** | **1** | **NA** |
| 1.     Uses effective communication skills with students. |  | x |  |  |  |
| 2.     Has clear expectations for student behavior and consistently follows through when redirecting behaviors. |  |  |  |  | x |
| 3.     Uses time and space effectively. |  | x |  |  |  |
| 4.     Structures the classroom to emphasize instructor/student rapport building.  Students were comfortable to interact and were engaged entire time | x |  |  |  |  |
| 5.     Creates a classroom environment that encourages positive social interaction, active engagement in learning, and self-motivation.  Students were comfortable to interact and were engaged entire time | x |  |  |  |  |
| Comments: |  |  |  |  |  |
| **PERSONAL**  ***The Professor…*** | **4** | **3** | **2** | **1** | **NA** |
| 1.     Exhibits confidence and enthusiasm through appropriate movement in the classroom, tone variation, and natural, expressive gesturing, to establish an effective teaching presence. |  | x |  |  |  |
| 2.     Presents him/herself in a professional manner, through appropriate speech and dress. | x |  |  |  |  |
| 3.     Demonstrates compassion. |  |  |  |  | x |
| 4.     Models the value of lifelong education through enthusiasm, curiosity, questioning, and reflection. |  | x |  |  |  |
| Comments: |  |  |  |  |  |
| **Integration of Faith and Learning**  ***The Professor…*** | **4** | **3** | **2** | **1** | **NA** |
| 1.    Includes prayer and/or devotional/inspirational thought. | x |  |  |  |  |
| 2.    Connects course content to spiritual application(s).  Interesting approach as to how faith and learning was modeled! | x |  |  |  |  |
| **SELF-REFLECTION**  ***The Professor…*** | **4** | **3** | **2** | **1** | **NA** |
| 1.     Evaluates the lesson objectively. |  |  |  |  |  |
| 2.     Understands the lesson’s weaknesses and strengths and makes suggestions for changes. |  |  |  |  |  |
| 3.  Accepts and responds positively to constructive criticism. |  |  |  |  |  |
| Comments: |  |  |  |  |  |

Signatures:

Evaluator:      \_\_\_\_\_\_\_\_\_\_\_\_Neil Friesland\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_2-7-17\_\_\_\_\_\_\_

Instructor:      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

*The evaluee’s signature on this form does not constitute acceptance of this evaluation. The instructor has the right to append his/her own written comments.*

Instructor’s Comments:

\*Examples of Evidence:

*Examples may include one or more of the following:*

* *unique/effective ways the instructor demonstrates interpersonal/communication skills;*
* *exceptional knowledge base or application of content;*
* *effective/engaging use of teaching modes of delivery;*
* *other areas in which the instructor excels in the classroom, lab, or clinical setting;*

*Specific factors may be, but are not limited to, attributes such:*

* *synthesizes and presents ideas very clearly;*
* *has outstanding methods for addressing different learning styles;*
* *encourages development of analytical and critical thinking (e.g. discussing various possible reasons for a specific experimental result in a science class or having students analyze issues and prepare well-supported arguments using more than one perspective in a social science class);*
* *demonstrates responsiveness to students;*
* *maintains high standards;*
* *makes learning relevant to students’ lives. For example, by practicing ‘active learning’ in the form of group activities as the use of case studies, oral or written problem-based exercises, role-playing, small group discussions, student presentations to class, etc.*
* *makes relevant connections to spiritual concepts/ideas in a way that ties course content to the students’ experience/learning.*