

MISSOURI SOUTHERN STATE UNIVERSITY

Department of Psychology Faculty Evaluation Form

Instructor: JD Hogue

Evaluator: [REDACTED]

Rating: Exceeds Expectations

Class Observation

(adopted from Dual Credit Site Visit Form)

Academic Year & Semester:	201810
Date of Observation:	01/26/2018
Number of Students:	25 enrolled, 20 attended
Course/Days/Time/CRN	PSY 498 Introduction to Music Therapy / MWF / 10:00-10:50 / 2502

Instructional Techniques Used in the Lesson			
Lecture	<input checked="" type="checkbox"/>	Class Discussion	<input checked="" type="checkbox"/>
Individual Student Assistance	<input checked="" type="checkbox"/>	Interactive Activity	<input checked="" type="checkbox"/>
Computer Use	<input checked="" type="checkbox"/>	Group Activity	<input type="checkbox"/>

Evaluation Scores

Goals/Objectives	Very Good		Good		Satisfactory		Unsatisfactory	
	(8)	7	6	5	4	3	2	1

Comments:

Prior to addressing course content, JD informed students of the class session plan, as well as provided a reminder of upcoming course assignments.

Organization of Lesson Plan	Very Good		Good		Satisfactory		Unsatisfactory	
	(8)	7	6	5	4	3	2	1

Comments:

JD presented on material that directly related to a previous course assignment wherein students provided questions/topics related to their interests in Music Therapy. JD's presentation of material was organized and purposefully, though not rigid. JD was flexible in his presentation easily addressing students' immediate questions and then returning to the planned class session material.

Use of Class Time	Very Good	Good	Satisfactory	Unsatisfactory
	(8) 7	6 5	4 3	2 1

Comments:

Class time was thoroughly used.

Classroom Management	Very Good	Good	Satisfactory	Unsatisfactory
	(8) 7	6 5	4 3	2 1

Comments:

JD appeared aware of students' activities throughout the class. He allowed questions and discussion, but also directed topics which kept students on task and on topic.

Subject Matter Expertise	Very Good	Good	Satisfactory	Unsatisfactory
	(8) 7	6 5	4 3	2 1

Comments:

Not only was JD's expertise in Music Therapy evident throughout the class, but he also appeared passionate about the topic and excited to share his knowledge with students.

Presentation & Delivery	Very Good	Good	Satisfactory	Unsatisfactory
	(8) 7	6 5	4 3	2 1

Comments:

JD used a variety of different sources (e.g., empirical research, website) and methods (e.g., videos, demonstrations) to deliver information to students.

Student Involvement	Very Good	Good	Satisfactory	Unsatisfactory
	(8) 7	6 5	4 3	2 1

Comments:

JD took multiple opportunities to involve students during the class session. Questions were encouraged and reinforced. Demonstrations were engaging and involved student contributions.

Rapport	Very Good	Good	Satisfactory	Unsatisfactory
	(8) 7	6 5	4 3	2 1

Comments:

Even when considering the class observation occurred during the second week of classes, students appeared comfortable to share in class discussion, and JD appeared well-respected and liked by the students.

Overall Instructional Average

Average (x) 8 of 8
 Converted Avg (y) 3 Scale 1 to 3 $(y = 2/7 x + 5/7)$

Range	Rating
[2.33,3.0]	Exceeds Expectations
[1.67,2.33]	Meets Expectations
< 1.67	Below Expectations

Student Course Evaluations

Academic Year & Semester:	201780
Course/Days/Time/CRN	PSY 100 General Psychology / MWF / 11:00 - 11:50 / 9664
Response Rate:	79%
Summative Rating:	3.8/4

General Psychology Departmental Assessment

Academic Year & Semester:	201780
Course/Days/Time/CRN	PSY 100 General Psychology / MWF / 11:00 - 11:50 / 9664
Number of Students:	28
Pretest Average:	49.7
Posttest Average:	77.98

Other Comments

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Follow-Up Discussion Notes

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Faculty Instruction Scoring Guide

Area Being evaluated	Very Good	Good	Satisfactory	Unsatisfactory
Scale	8 7	6 5	4 3	2 1
Goals & Objectives	Instructor specifically writes goals on board and/or states class goals, which support course objectives.	Instructor's goals are sufficiently clear and adhere to course objectives.	Instructor's explanation of goals is weak, missing or does not support specific course objectives.	Instructor has no stated or perceived goals and/or objectives for the class and activities do not support course objectives.
Organization of lesson plan	Instructor is very well organized and builds the lesson utilizing previous lessons to scaffold students' learning of the material.	Instructor has a lesson plan prepared which follows course outlines and provides learning opportunities.	Instructor has a lesson prepared but it does not support course objectives, or the lesson plan loses focus at points.	Instructor has a lesson plan which is rambling, disjointed or did not relate to the objectives of this course.
Use of Class Time	Instructor utilized every moment of student contact as a learning opportunity. Time was allocated perfectly for planned activities.	Instructor's use of class time was well-planned and well-paced for this course.	Instructor spent more time off subject than on; in addition, time for activities was miscalculated so as to be too rushed or too slow for the students, or the instructor was a few minutes late or let the class go slightly early.	Instructor wasted valuable class time or seriously misallocated time in directions that do not support the purpose of this course, or the instructor was significantly late or let the class go significantly early.
Classroom Management	Instructor is in control of all activities conducted in class and instructor monitors students' activities and manages discussions very well.	Instructor maintains adequate control of the classroom environment and monitors students' activities and class discussions. The students were prepared for class and were kept on task.	Instructor controls the class too much so as to be stifling or not enough so as to appear too lax. Some students may lack class materials and/or the instructor failed to keep them on task in a few instances.	Instructor loses control of the classroom environment and/or student activities so as to produce a sense of chaos that does not support the purpose of this course. The students are unprepared and/or the instructor failed to keep them on task.
Subject Matter Expertise	Instructor demonstrates superior knowledge of the subject matter and explains it well to the students.	Instructor has adequate knowledge of the subject matter and can explain it sufficiently well for students.	Instructor knows the subject matter somewhat well but is unable to explain it well to the students.	Instructor appears to be lacking in basic knowledge about this subject matter.
Presentation & Delivery	Instructor's presentation is professional, clear and eloquent. In addition, delivery is stimulating and dynamic.	Instructor's presentation is clear and direct; in addition, delivery is adequate and engaging.	Instructor's presentation is unclear and somewhat confusing; in addition, delivery is weak.	Instructor's presentation is monotone, uninteresting, unprofessional and/or very confusing; in addition, delivery is boring and dull or difficult to understand.
Student Involvement	Instructor provides ample opportunity for student involvement through questions, activities, reflection and/or small group work.	Instructor provides for student involvement through questions, class activities, discussions, and/or group work.	Instructor provides very few opportunities for students to become involved, to work with the subject matter or to ask questions	Instructor does not provide opportunities for students to become involved, does not promote questions or discussion nor allows for group work.
Rapport	Instructor demonstrates superior rapport with the students; Instructor knows their names and appears to have built a strong classroom atmosphere of collegiality and respect.	Instructor demonstrates adequate rapport with students; Instructor knows their names and has an adequately comfortable classroom atmosphere.	Instructor knows students' names but does not interact sufficiently with them so as to build a strong classroom atmosphere.	Instructor appears reflect a lack of respect towards students and does not know their names; classroom atmosphere is sterile and/or cold.