### COMPOSITE EVALUATION CHECKLIST

#### Department Personnel Committee

#### Department of Modern Languages and Literatures

**Candidate ___________________________   Date ______________**

**Considered for: ___________________________   Date: ______________**

### I. Teaching Performance

#### A. Student Response to Instruction

1. **Statistical Summaries of Student Opinion Forms**
   - Instructor Mean _____
   - Department Mean _____

2. **Student Comments**

#### B. Peer Evaluation(s)

#### C. Other Supporting Information

### II. Scholarly and Creative Activities

#### A. Accomplishments / Ratings (A, B, C)

1. **Refereed Publications**

   ____________________________________________
   ____________________________________________
   ____________________________________________

2. **Other Accomplishments**

   ____________________________________________
   ____________________________________________
   ____________________________________________

#### B. Ongoing Activities

### III. Professional, University, and Community Service

#### A. Activities/ Ratings ((A, B, C)

### OVERALL TEACHING PERFORMANCE (CIRCLE ONE)

#### OVERALL SCHOLARLY AND CREATIVE PERFORMANCE

#### OVERALL SERVICE PERFORMANCE

### COMPOSITE RATING OF CANDIDATE (BASED ON THE THREE CATEGORIES)

This is a holistic rating sheet and is not subject to mathematical calculation.
These statements will be printed on the front of the scantron sheet. Students will be permitted to enter their responses for items 1-6 only. The spaces for items 7 and beyond will be blanked out.

A = strongly agree  
B = agree  
C = moderately agree  
D = disagree  
E = strongly disagree

Quality of Instruction

1. LEARNING ENVIRONMENT. Your instructor created a supportive and constructive learning environment.

2. CLARITY/ORGANIZATION. Your instructor presented class material clearly and in a well organized fashion.

3. STUDENT PARTICIPATION. Your instructor promoted active student participation.

4. FEEDBACK. Your instructor gave regular, helpful feedback on your class performance (for example, oral comments about class participation, written assignments and tests returned promptly, corrections/comments on returned work).

5. TESTS/ASSIGNMENTS. The tests and/or assignments clearly related to overall course objectives and were evaluated consistently with these objectives.

6. OVERALL EVALUATION. This class was well taught.

Written comments are especially helpful to the instructor and others evaluating the quality of instruction. Please make your comments only in English.

A. Explain whether you learned as much as you expected in this class given the amount of effort you put into it.

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

B. Elaborate on any point evaluated above or anything else relevant to the quality of the course or instructor.

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

(continue comments on back)
MLL Scantron Evaluation Questions
Classroom Supervisors Only

A = strongly agree
B = agree
C = moderately agree
D = disagree
E = strongly disagree

These statements will be printed on the front of the scantron sheet. Students will be permitted to enter their responses for items 1-5 only. The spaces for items 6 and beyond will be blanked out.

1. Your supervisor visited classrooms as appropriate.

2. Your supervisor communicated clearly.

3. Your supervisor was available for individual conferences as needed.

4. Your supervisor related to you in a professional matter.

5. Your supervisor’s suggestions were useful.

Written comments are especially helpful to the instructor and others evaluating the quality of instruction. Please make your comments only in English. Elaborate on any point evaluated above or anything else relevant to the quality of the course or supervisor.

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# Classroom Observation Form

**Department of Modern Languages and Literatures**  
California State University, Fullerton

## Outline of Class Session or Lecture

<table>
<thead>
<tr>
<th>Comments</th>
<th>Outline of Class Session or Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING ENVIRONMENT</td>
<td></td>
</tr>
<tr>
<td>CLARITY/ORGANIZATION</td>
<td></td>
</tr>
<tr>
<td>STUDENT PARTICIPATION</td>
<td></td>
</tr>
<tr>
<td>FEEDBACK</td>
<td></td>
</tr>
<tr>
<td>TESTS AND ASSIGNMENTS</td>
<td></td>
</tr>
<tr>
<td>TEACHING STRATEGIES</td>
<td></td>
</tr>
</tbody>
</table>

**General comments and suggestions** (You may include an additional page.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Overall Rating of Instructor (circle one):** Superior Good Unsatisfactory
Directions:

1. Provide a brief outline of the class session or lecture as it is occurring in the right-hand column. You may also want to note the amount of time spent on each section.
   
   EX. 10 min. Review of past tense irregular verbs. (chart)
   15 min. Dialogs with past tense irregular verbs. (pairwork)
   25 min. Role play creation (small groups)
   20 min. Demonstration of role plays (front of class)

2. Make ongoing notes about what you see in the left-hand column. You may want to use some of the phrases on this page or note other related activities.

<table>
<thead>
<tr>
<th>LEARNING ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builds positive self concept</td>
</tr>
<tr>
<td>Encourages quiet or reluctant learners</td>
</tr>
<tr>
<td>Establishes positive, supportive climate</td>
</tr>
<tr>
<td>Shows interest and enthusiasm in subject</td>
</tr>
<tr>
<td>Respects students’ native language and culture</td>
</tr>
<tr>
<td>Maintains a lively pace in conducting activities</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CLARITY/ORGANIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a clear focus</td>
</tr>
<tr>
<td>Has materials ready</td>
</tr>
<tr>
<td>Starts class on time</td>
</tr>
<tr>
<td>Provides clear and concise directions</td>
</tr>
<tr>
<td>Presents material with logical sequencing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses students’ names</td>
</tr>
<tr>
<td>Utilizes appropriate grouping strategies</td>
</tr>
<tr>
<td>Presents material according to students’ comprehension</td>
</tr>
<tr>
<td>Perceives when students are having trouble understanding</td>
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<tr>
<td>Makes sure class knows what kind of response is required</td>
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<table>
<thead>
<tr>
<th>FEEDBACK</th>
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</thead>
<tbody>
<tr>
<td>Provides feedback appropriate to student level</td>
</tr>
<tr>
<td>Provides sufficient, focused feedback on homework and assignments</td>
</tr>
<tr>
<td>Assists students in identifying their own errors or correcting themselves</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>TESTS AND ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returns tests in a timely manner</td>
</tr>
<tr>
<td>Shows ability to adapt assignments</td>
</tr>
<tr>
<td>Tests and assignments correspond to class objectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of activities</td>
</tr>
<tr>
<td>Encourages critical thinking</td>
</tr>
<tr>
<td>Encourages the use of learning strategies</td>
</tr>
<tr>
<td>Uses methods and strategies appropriate to students</td>
</tr>
<tr>
<td>Uses mix of inductive and deductive teaching strategies</td>
</tr>
<tr>
<td>Teaches for communicative competence if a language class</td>
</tr>
<tr>
<td>Provides opportunities for negotiation of meaning if a language class</td>
</tr>
</tbody>
</table>

3. During the last few minutes of the class or immediately after class, write several sentences summarizing what you observed. Compliment the instructor on positive aspects of the class. Give suggestions about how to improve less positive aspects.

4. Circle your overall evaluation for the class: superior, good, or unsatisfactory

5. Meet with the instructor immediately after class or talk to him/her on the phone about your feedback.
Candidate

Title of Work

Translation of Title (if not in English)

Publisher and/or other pertinent bibliographical information

Month and Year of Publication

Co-authored: YES NO If co-authored, what percentage did candidate produce?

Brief Summary of Work (in English)

Following this cover sheet, include:
1. Documentation of Peer Review Process
2. Copy of the accomplishment or final version/galley proofs with copies of letters of acceptance.