Traditional Lecture and Laboratory Classroom Observation Form

This form is to be completed by administrators, department chairs, and/or a qualified designee performing formal classroom observations for the evaluation of adjunct faculty. When possible, observers are encouraged to meet with the adjunct faculty member prior to the observation to gain context for the class session that will be observed and to identify any areas where the faculty member would like specific focused feedback. This can also be done via email or phone conference.

This form must be completed and returned to the adjunct faculty member within **two weeks** of the formal observation. It is suggested but not required that the observer meet with the adjunct faculty member to review feedback in person. For Overall Ratings that are “Need Improvement” or “Significant Concern” a face-to-face follow up meeting with the faculty member is required.

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| Instructor’s Name |  | Class and Section Observed |  |
| Observer’s Name |  | Class Prerequisites |  |
| Observer Title |  | Date of Observation | **Click here to enter a date.** |
| College | **Choose an item.** | Number of Students Enrolled |  |

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| Procedures for Evaluating Adjunct Faculty |
| The evaluation process is primarily a tool grounded in faculty development for improving learning and teaching. **Adjunct Faculty members receiving a rating of satisfactory (meeting expectations) or better are eligible for a second round-robin during the course assignment process.**  The following procedures should be followed to ensure fair and uniform application of the evaluation process:   1. Evaluations should be conducted by Vice Presidents, Deans, Department Chairs, or a qualified designee. 2. Classroom observations should occur on a mutually agreed upon date or set of dates. If a date cannot be agreed upon then an administrator will communicate a date with two weeks of notice. 3. Observations must be at least 50 minutes in total; upon request of the adjunct faculty member, a laboratory component of the course can be evaluated. 4. Concerns and comments should align with the ratings; ratings should be evidenced based and grounded in the observation; ‘Need Improvement’ and ‘Significant Concern’ ratings should be accompanied by specific recommendations for improvement. 5. Timeline: the post evaluation reflection should be completed and returned to the observer within one week of the observation; the final evaluation should be completed and returned to the faculty member within one week of receiving the post observation reflection; a post evaluation conference between the faculty member and the observer should be scheduled by request in a timely manner. |

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| Directions for Assigning Ratings |
| For each category below, high quality teaching and learning descriptors are provided and should be assessed using the following scale:   * **Exceeds Expectation (EE) -** evidence indicates that the instructor *exceeds expectations*. * **Meets Expectation (ME) -** evidence indicates that the instructor *meets expectations* and the observer does not identify any specific concerns in a given area * **Needs Improvement (NI) -** evidence indicates minor to moderate concerns in the given area and focused support is needed. A detailed explanation of concerns and the type of support needed should be outlined in commentary. * **Significant Concern (SC) -** evidence indicates significant concerns in the given area, suggesting that a formal action plan may be needed. A detailed explanation of concerns and necessary improvements should be outlined in commentary. * **N/A = Not Applicable** – This area of instruction does not apply to the lesson or discipline observed.   At the end of each category, please give an overall category rating, based on the checklist ratings above. Provide commentary as to strengths and/or concerns and necessary improvements if needed. |

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| Responsibilities of Observer | |
| I have carefully read the directions AND watched the training video available on the CCC Faculty Forms and Information webpage: <http://www.ccc.edu/departments/pages/faculty-forms.aspx>. | Initial Here: |
| I understand that I am responsible for writing comments for each section below; and spending at least 50 minutes observing traditional format lectures and observing portions of related laboratory sections, if applicable; and completing the online observation checklist for the evaluation of online courses. | Initial Here: |
| I understand that the adjunct faculty member must write a response to this observation that they will return to me within a week of the observation. I will return this completed form to the faculty member within two calendar weeks of the observation. | Initial Here: |

# **Core Competencies**

The standards in this section should be common to all modes of instruction and across all disciplines.

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| **SYLLABUS** | | | | |
| Official course description and course prerequisites are stated. | | | N/A SC  NI  ME  EE | |
| Course objectives and course student learning outcomes are stated and match departmental master syllabus if existent. | | | N/A SC  NI  ME  EE | |
| Grading system is stated clearly and standards used to assess students’ work are adequately explained. | | | N/A SC  NI  ME  EE | |
| Variety of assignments listed (e.g., in-class tests, lab reports, essays, etc.) indicate that course student learning outcomes will be assessed using multiple methods. | | | N/A SC  NI  ME  EE | |
| Course policies (e.g., ADW, late work, participation, plagiarism) are stated clearly, and all policies are consistent with college policies. | | | N/A SC  NI  ME  EE | |
| Adequate information regarding course content (e.g., required texts and materials, etc.) is included. | | | N/A SC  NI  ME  EE | |
| Adequate information regarding student support (e.g., office hours, and appropriate academic support services) is included. | | | N/A SC  NI  ME  EE | |
| Course outline is provided and has clear expectations of assignments, assessments, and due dates, dates of exams, readings assigned, etc. | | | N/A SC  NI  ME  EE | |
| Details for major exams or assignments are provided, linked to, or provided separately from syllabus. | | | N/A SC  NI  ME  EE | |
| Syllabus is easy to navigate, well written, and professional. | | | N/A SC  NI  ME  EE | |
| **OVERALL SYLLABUS RATING** | | | | |
| Strong:  exceeds expectations | Satisfactory:  meets expectations | Needs Improvement:  minor to moderate concerns | | Significant Concern:  action plan may be needed |
| **COMMENTS:** | | | | |

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| **LEARNING ENVIRONMENT** | | | | |
| Instructor begins and ends class on time. | | | N/A SC  NI  ME  EE | |
| Class is managed in a way that is conducive to learning and demonstrates respect for students. | | | N/A SC  NI  ME  EE | |
| Distractions (cell phones, side talking, etc.) are minimized and do not interfere with learning. | | | N/A SC  NI  ME  EE | |
| Instructor’s expectations of students are clear and consistent throughout the class session. | | | N/A SC  NI  ME  EE | |
| Instructor works to ensure that students are on task (e.g., by circulating during group work, by acknowledging off-task behavior and redirecting students, etc.). | | | N/A SC  NI  ME  EE | |
| Instructor conducts him/herself in a professional manner at all times. | | | N/A SC  NI  ME  EE | |
| Instructor conveys confidence in each students’ ability to learn. | | | N/A SC  NI  ME  EE | |
| Instructor engages all students (e.g., quiet, vocal, low-achieving, high achieving). | | | N/A SC  NI  ME  EE | |
| Instructor fosters student peer interaction that supports learning and promotes cooperation, collaboration and teamwork. | | | N/A SC  NI  ME  EE | |
| Instructor displays respect for and interest in students (e.g., uses of students’ names, maintains eye contact with students, greeting students as they enter the class, etc.). | | | N/A SC  NI  ME  EE | |
| **OVERALL LEARNING ENVIRONMENT RATING** | | | | |
| Strong:  exceeds expectations | Satisfactory:  meets expectations | Needs Improvement:  minor to moderate concerns | | Significant Concern:  action plan may be needed |
| **COMMENTS:** | | | | |

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| **ORGANIZATION & STUDENT ENGAGEMENT** | | | | |
| Class session’s purpose is clear and time is organized effectively to meet the session’s purpose. | | | N/A SC  NI  ME  EE | |
| Class session’s purpose is aligned with one or more of the stated course student learning outcomes. | | | N/A SC  NI  ME  EE | |
| Instructor’s command of subject matter is evident. | | | N/A SC  NI  ME  EE | |
| Instructor manages time effectively to maximize students’ time engaged in learning activities. | | | N/A SC  NI  ME  EE | |
| Instructor helps students to grasp challenging material by presenting relevant examples to clarify points, relating new ideas to familiar concepts and students’ prior knowledge, restating important ideas at appropriate times, and/or varying explanations of complex material. | | | N/A SC  NI  ME  EE | |
| Students are actively engaged (e.g., taking notes when appropriate, participating in activities and discussions). | | | N/A SC  NI  ME  EE | |
| Instructor opens and closes lesson effectively, situating learning within the broader context of the course. | | | N/A SC  NI  ME  EE | |
| Instructor’s verbal communication is effective (e.g., instructor and can be heard and understood throughout the room, etc.). | | | N/A SC  NI  ME  EE | |
| Instructor’s written communication is effective (e.g., use of board, handouts, PowerPoint, visual aids, etc.) to promote student engagement. | | | N/A SC  NI  ME  EE | |
| Instructor is clear when delivering content and providing directions and responds to questions appropriately. | | | N/A SC  NI  ME  EE | |
| **OVERALL ORGANIZATION & STUDENT ENGAGEMENT RATING** | | | | |
| Strong:  exceeds expectations | Satisfactory:  meets expectations | Needs Improvement:  minor to moderate concerns | | Significant Concern:  action plan may be needed |
| **COMMENTS:** | | | | |

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| **ASSESSMENT AND CRITICAL THINKING** | | | | |
| Instructor exhibits ability to gauge students’ levels of understanding during class and utilizes informal strategies or formative assessment (e.g. maintaining eye contact with students, verbally checking for understanding, using think-pair-shares, etc.) to determine appropriate pacing and/or next steps. | | | N/A SC  NI  ME  EE | |
| Instructor is able to assess students understanding of new concept or skill and provide alternate methods to explain content if needed. | | | N/A SC  NI  ME  EE | |
| Instructor employs methods that develop students’ ability to communicate and problem solve using the discipline’s thinking, practice, and procedures. | | | N/A SC  NI  ME  EE | |
| Class session provides the appropriate level of challenge and is designed to help students grow intellectually and think in new ways. | | | N/A SC  NI  ME  EE | |
| Method of instruction incorporates active learning and/or helps to build critical thinking. | | | N/A SC  NI  ME  EE | |
| Instructor creates an environment that fosters students’ intellectual curiosity. | | | N/A SC  NI  ME  EE | |
| Instructor challenges students through higher level questioning and guides students to deeper thinking. | | | N/A SC  NI  ME  EE | |
| Instructor presents a variety of viewpoints or methods to allow students to draw their own conclusions when appropriate. | | | N/A SC  NI  ME  EE | |
| Instructor promotes students’ reflection on, and ownership of, their own learning progress by helping them self-assess and determine appropriate next steps. | | | N/A SC  NI  ME  EE | |
| Instructor identifies and assists students who are struggling. | | | N/A SC  NI  ME  EE | |
| **OVERALL ASSESSMENT AND CRITICAL RATING** | | | | |
| Strong:  exceeds expectations | Satisfactory:  meets expectations | Needs Improvement:  minor to moderate concerns | | Significant Concern:  action plan may be needed |
| **COMMENTS:** | | | | |

***The following should be completed for courses with related laboratory, performance, or practical applications components.***

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| **LABORATORY, PERFORMANCE and PRACTICAL COMPONENT** | | | | |
| Laboratory/practical is prepared and ready for student use. | | | N/A SC  NI  ME  EE | |
| Laboratory/practical experiences meet learning objectives. | | | N/A SC  NI  ME  EE | |
| Instructor appropriately addressed/enforces laboratory safety precautions. | | | N/A SC  NI  ME  EE | |
| Laboratory demonstrations are well planned, organized, and effective. | | | N/A SC  NI  ME  EE | |
| Instructor fosters experiential and independent learning. Students are encouraged to problem solve. | | | N/A SC  NI  ME  EE | |
| **OVERALL LABORATORY AND PERFORMANCE RATING** | | | | |
| Strong:  exceeds expectations | Satisfactory:  meets expectations | Needs Improvement:  minor to moderate concerns | | Significant Concern:  action plan may be needed |
| **COMMENTS:** | | | | |

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| Additional Comments and Questions |
| Use this space for any of the following purposes:   1. to comment specifically on any focus area the instructor has identified for the observation; 2. to report on progress since the last observation (when applicable); 3. to provide any questions you had during the observation regarding instructional or classroom management choices; 4. to offer any additional commentary not covered above; 5. to offer summative commentary to highlight notable strengths or areas for growth and/or to offer focus for the faculty member’s future professional development; |
| **COMMENTS (observations, feedback, and questions for adjunct faculty member):** |

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| **OVERALL RATING** | | | |
| Strong:  exceeds expectations | Satisfactory:  meets expectations | Needs Improvement:  minor to moderate concerns | Significant Concern:  action plan may be needed |
| **COMMENTS:** | | | |