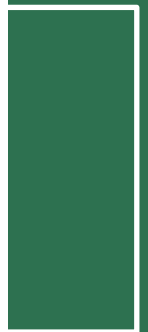
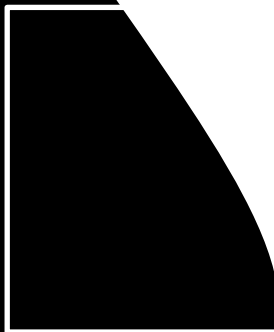
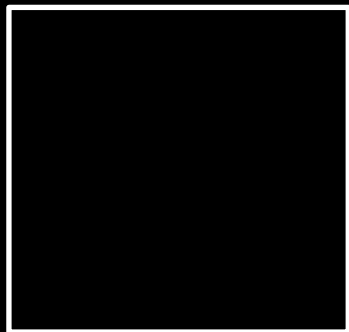


Adjunct Faculty

of

of



FY21

FY25

FY25

FY25

	9. In class early and available for students	
	10. Knows student names	
	11. Acknowledged, accepted, supported and/or clarified other's ideas	
	12. Provides out-of-class help for individual students	
	Other	
Human Relations General Comments		

Classroom Management		Comments
	1. Started class on time and used time appropriately	
	2. There is evidence of student work	
	3. Students are observed to be secure, cared about and accepted	
	4. Demonstrates a continuous awareness of students' activities	
	5. Establishes a classroom climate that promotes individual achievement	
	6. Attempts to establish and maintain respect between self and students	
	7. Control is evident	
	8. Selects appropriate evaluation techniques	
	9. Assignment made to students	
	Other	
Classroom Mgmt General Comments		

Knowledge		Comments
	1. Demonstrates thorough knowledge of the content area	
	2. Works to improve instructional effectiveness	

	3. Endeavors to keep knowledge current	
	4. Uses language of instruction and subject area correctly	

5.

	6. Links subject matter with student needs and interests	
	7. Uses instructional methods which provides for a variety of learning styles	
	Other	
Instructional Skills – Organization General Comments		

Other Professional Responsibilities	Comments
1. Does the instructor keep current on developments in the field of study?	
2. Does the instructor exhibit a positive working relationship with colleagues, the administration, support staff, and other professional staff?	

Classroom Observation: Online Course Section

Background

Arthur Chickering and Zelda Gamson's "Seven Principles for Good Practice in Undergraduate Education" have been widely used to guide and improve college teaching.

The Seven Principles provide a useful framework to evaluate the effectiveness of online teaching and learning. This observation form adapts the Seven Principles to facilitate the observation of online courses. Each principle is described in detail, including evidence of how a principle may be met. Examples of evidence to look for and resources for addD 10 T2 1 T (nd)x (h)1 (e)-1 (e)-1 Edw 22 54 342.(7(s)2 (t)Ed

Instructor	Course

Modality	
Asynchronous <input type="checkbox"/>	Synchronous <input type="checkbox"/>

Date of Observation	Name and Title of Observer

Principle 1: Good practice encourages contact between students and faculty.	Feedback for Instructor
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Frequent and timely student-faculty contact is an important factor in student motivation and involvement, particularly in an online environment. Evidence of faculty concern helps students get through challenging situations and inspires them to persevere. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

Look for examples of the following:

- x Instructions make clear how to get started and

x The

- o Perform research, lab or studio work, projects or physical activities

- Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. (QM 3.3)
- The course provides learners with multiple opportunities to track their learning progress with timely feedback (QM 3.5) and the faculty provides an up-to-date, student-accessible course gradebook
- The instructor's plan and expectations of themselves for interacting with learners during the course is clearly stated (QM 5.3).
- The assessments, assignments and activities used measure the achievement of the stated learning objectives or competencies. (QM 3.1)
- Options (or requirement) for students to submit drafts of assignments for instructor feedback
- Meaningful feedback on student assignments that is provided within a publicized and reasonable timeframe
- Assignment feedback that is clear, positive, specific, and focused on observable behavior that can be changed
- An open discussion is held with students an ask questions and receive instructor feedback a 662.9 (oM.6 (m)-5.3 (w)-1.9 (h)As (e)2-9 (n)(e)-5.7(1)-5.3(5)-0.3(d)(i)2)

Principle 5: Good education emphasizes time on task.

Feedback for Instructor

The frequency and duration of study, as well as effective time management skills, are critical for students and professionals alike. Students need help in learning to manage and prioritize their study time.

Look for examples of the following:

- x Course learning objectives (CSLOs) are stated clearly on the syllabus and are prominently located in the course (QM 2.1, 2.3).
- A course schedule that outlines topics to be covered and assignment due dates so students can plan their workload accordingly.
- The learning objectives for topical modules are shared, describe outcomes that are measurable and consistent with the course-level objectives and competencies, and are suited to the level of the course (QM 2.2, 2.5)
- Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided (QM 1.4).

- Assignment feedback that provides students with information on where to focus their studies
- Assignment due dates and timeframes that take into account the nature of the target audience

Where to look:

-

<ul style="list-style-type: none"> • Routine use of critical and probing questions when communicating with students about course assignments and activities • Examples of high and low quality work, along with a discussion of the differences between these • Examples of student work that demonstrate advancement toward learning goals <p>Where to look:</p> <ul style="list-style-type: none"> • Assignment submission form/Rubrics attached to assignments • Course syllabus • Instructional materials/Assignment directions 	
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Principle 7: Good practice respects diverse talents and ways of learning.	Feedback for Instructor
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People bring different talents and styles of learning to the learning environment. Some bring a wealth of relevant experience to a course, while others may be new to the topic at hand. Likewise, students who are strong in a discussion situation may be less adept at lab or studio work. Students need the opportunity to demonstrate their talents and to “personalize” their learning so that it is relevant to them. It is also important to give students opportunities to learn in ways

Principle 2: Develops
reciprocity and cooperation
among students

Frequently Applied •

Occasionally Applied •

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The instructor exhibits a positive working relationship with colleagues, the administration, support staff, and other professional staff.

The instructor attends and a Tc -0.6 82.46 (s)ul



Signatures: (Instructor signature acknowledges receipt of this evaluation. The signature does not imply agreement or disagreement with the contents of this evaluation.)	
Instructor signature	Date
Observer signature	Date
Vice-President of Instruction signature	Date

Optional Comments from the Instructor:

Office Details:

- B2332: Copier
- B2334: Kitchen
- B2336: Meeting room
- B2337: Workroom w/ 2 computers, 1 docking station and 30 lockers

Link for 1-on-

Check out the **AGO (Adjunct Guide to Onboarding) course**, which has modules that provide resources to prepare you for the upcoming semester.

Click on the squares, see the red circle below.

A list of courses you are enrolled in should appear, click on AGO-Adjunct Guide to

