

Instructor Name [Click or tap here to enter text.](#) Date/Time of Visit [Click or tap here to enter text.](#)

Class Observed [Click or tap here to enter text.](#) Observer [Click or tap here to enter text.](#)

Part I: Course Outline – Supervisor Review

Master Syllabus is followed

Course Outline

Evaluation/grading procedure

Attendance requirements

Comments [Click or tap here to enter text.](#)

Part II: Review of Class Session

*All items marked Needs Improvement or Not Observed must be explained in Comments

	Needs Improvement*	Meets Expectations	Exceeds Expectations	Not Observed*
A. Class Structure				
1. Reviews previous day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Gives overview of day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Emphasizes main points throughout lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses time wisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintains discipline and control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Summarizes course content covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Directs student preparation for next class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments [Click or tap here to enter text.](#)

	Needs Improvement*	Meets Expectations	Exceeds Expectations	Not Observed*
B. Methods				
1. Provides well-designed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Employs non-lecture learning activities (i.e. small group discussion, student-led activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Invites class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses examples that are simple, clear, precise and appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Delivers well-planned lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments Click or tap here to enter text.				

	Needs Improvement*	Meets Expectations	Exceeds Expectations	Not Observed*
C. Teacher-Student Interaction				
1. Solicits and respects student input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Involves a variety of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Holds the attention of students and can be clearly understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provides feedback and assists students with questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Shows enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Exhibits sensitivity to students' personal culture, gender differences and disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Responds appropriately in a non-threatening, proactive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments Click or tap here to enter text.				

Needs Meets Exceeds Not

	Improvement*	Expectations	Expectations	Observed*
D. Content				
1. Appears knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Appears well-organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explains concepts clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Relates concepts to students' experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Selects learning experiences appropriate to level of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments Click or tap here to enter text.				

Part III: Adjunct Faculty

	Needs Improvement*	Meets Expectations	Exceeds Expectations	Not Observed*
1. Complies with established college policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Attends meetings and events as required by College administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Responds in a timely manner to requests from College, division and program administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments Click or tap here to enter text.				

Part IV: Evaluation

Check the best description

The instructor:

Needs Improvement

Meets Expectations

Exceeds Expectations

Justify your rating

Address strengths observed, suggestions for improvement and overall impression of teaching effectiveness.

[Click or tap here to enter text.](#)

Part V: Instructor Comment

The instructor has the right to attach any comments as an addendum to this document.

Observer

Date

Instructor

Date

The signature of the instructor does not signify that the instructor agrees with the comments of the observer, only that the instructor had read and reviewed this form.