

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. Course navigation is easy to follow and matches course length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Module introductions contain at least a list of assignments and competencies/outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Emphasizes main points (competencies/outcomes) throughout the module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Effective learning activities in the module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Directs student preparation for assignments in the module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintains effective online course management including updated links and documents	<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*
B. Methods				
1. Provides course materials designed to address two to three basic learning styles: visual, auditory, and/or kinesthetic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Employs non-lecture learning activities (i.e. discussions, practice opportunities, or other activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Learner activities foster student-student interaction with instructor facilitation	<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. Each course module contains lecture materials that merge textbook/publisher/OER materials and instructor developed content into an integrated lesson or lessons that present relevant course materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Utilizes academic integrity tools based on the majority of points	<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*
C. Teacher-Student Interaction				
1. Solicits and respects student input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sustained and interactive communication regarding current course content and activities between the student and the instructor through assessment feedback and in-course messaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provides at least weekly predictable, regular, substantive feedback commentary or summary to current course content and/or activity in either announcements, lessons, or course emails to the entire class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provides timely responses to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Exhibits sensitivity to students' personal culture, gender differences and disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 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.