



Montana State University-Great Falls College of Technology

ADJUNCT FACULTY EVALUATION COVER SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_
Class Observed: \_\_\_\_\_ Time: \_\_\_\_\_
Evaluator: \_\_\_\_\_

Adjunct Status: \_\_\_ New \_\_\_ Returning Mode: \_\_\_ f2f \_\_\_ online \_\_\_ mm

Satisfactory - Meets expectations of criteria. Needs Improvement - Does not meet expectations of criteria

Evaluation Criteria Satisfactory Needs Improvement

(See attached Observation Checklist)

- 1. Effectiveness in performance of instruction
2. Effectiveness in establishing and maintaining positive professional relationships with colleagues
3. Effectiveness in establishing and maintaining positive professional relationships with students
4. Competence in the particular discipline or field of specialization
5. Adherence to policies, procedures, and regulations of Montana State University Great Falls COT

Please see the Observation Checklist for comments.

1 – Needs Improvement

2 – Satisfactory

3- Above Satisfactory

4- Exceptional

NO – Not Observed

(Face to Face)

**Class Structure**

*As Appropriate-Instructor:*

• Reviews prior classes' course content.	1	2	3	4	NO/NA
<input type="text"/>					
• Presents overview of current classes' course content.	1	2	3	4	NO/NA
<input type="text"/>					
• Summarizes course content covered.	1	2	3	4	NO/NA
<input type="text"/>					
• Directs student preparation for next class.	1	2	3	4	NO/NA
<input type="text"/>					
• Uses class time efficiently.	1	2	3	4	NO/NA
<input type="text"/>					

**Methods**

• Demonstrates evidence of attention to active learning, writing, and critical thinking skills as appropriate.	1	2	3	4	NO/NA
<input type="text"/>					
• Prepares assignments, handouts, exams, and/or activities to promote student interest and enhance student learning.	1	2	3	4	NO/NA
<input type="text"/>					
• Employs effective instructional techniques. (i.e. small group discussion, student-led activities)	1	2	3	4	NO/NA
<input type="text"/>					
• Invites class discussion.	1	2	3	4	NO/NA
<input type="text"/>					
• Employs other tools/instructional aids. (i.e. technology, computer, video, overheads)	1	2	3	4	NO/NA
<input type="text"/>					
• Delivers well-planned lecture.	1	2	3	4	NO/NA
<input type="text"/>					

**Teacher-Student Interaction**

• Solicits student input.	1	2	3	4	NO/NA
<input type="text"/>					
• Involves a variety of students.	1	2	3	4	NO/NA
<input type="text"/>					
• Demonstrates awareness of individual learning needs.	1	2	3	4	NO/NA
<input type="text"/>					

**Content**

• Demonstrates knowledge.	1	2	3	4	NO/NA
<input type="text"/>					
• Appears well organized.	1	2	3	4	NO/NA
<input type="text"/>					
• Explains concepts clearly.	1	2	3	4	NO/NA
<input type="text"/>					
• Relates concepts to students' experiences.	1	2	3	4	NO/NA
<input type="text"/>					
• Selects learning experiences appropriate to level of learning.	1	2	3	4	NO/NA
<input type="text"/>					

**Additional Comments regarding teaching practices:**

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**Evaluator's Signature**

**Date:**

**Adjunct Faculty's Signature**

**Date:**

**Summary Meeting**

**Date:**

1 – Needs Improvement

2 – Satisfactory

3 – Above Satisfactory

4 – Exceptional

NO – Not Observed

(Online)

**Course Structure**

- Course makes maximum use of the online medium by incorporating primary source materials, media, outside experts and resources beyond the geography and culture of the students’ experience. 1 2 3 4 NO/NA
- Course facilitates learning from multiple viewpoints. 1 2 3 4 NO/NA
- Course supports different learning styles. 1 2 3 4 NO/NA
- Students are assignment relevant readings from appropriate print and/or web media. 1 2 3 4 NO/NA
- Students deepen an understanding of content through such activities as lab experiments, product design, and other hands-on activities. 1 2 3 4 NO/NA
- Students use writing to reflect on readings, projects, labs and other assignments. 1 2 3 4 NO/NA
- Course fosters the development of “information literacy” skills, i.e. requiring students to use appropriate research strategies for finding appropriate online content, strategies for evaluating the quality and credibility of web-based materials used in the online course and issues of copyright, intellectual property, online privacy and protection. 1 2 3 4 NO/NA
- Course includes regular, sustained and guided student-to-student discussion and collaboration. 1 2 3 4 NO/NA

**Methods**

- Assignments are structured to require consistent efforts from students throughout the semester. 1 2 3 4 NO/NA
- Students participate in team-based assignments and projects as appropriate. 1 2 3 4 NO/NA
- Students engage in self-reflection, self-assessment and evaluation as part of course work. 1 2 3 4 NO/NA
- Students are assessed by several different methods over the duration of the course including such measures as: Contributions and responses to online discussions, Completion of online assignments, Portfolio submissions, Special projects and/or presentations, Creation of authentic products, Tests and Quizzes. 1 2 3 4 NO/NA
- Course clearly describes how student performance will be assessed. 1 2 3 4 NO/NA

### Teacher-Student Interaction

- Instructor monitors student postings of work and discussions on a regular basis. 1 2 3 4 NO/NA
- Instructor provides appropriate feedback, guidance and direction and responds to student inquires within an agreed upon timeframe. (example: 24-48 hours). 1 2 3 4 NO/NA
- Instructor sets clear expectations and assumes a shared responsibility with the student to ensure learning occurs. 1 2 3 4 NO/NA
- Students post questions and respond to the comments and questions of other students on a regular basis. 1 2 3 4 NO/NA
- Student Discussion with classmates are under the guidance of teachers who raise the level and broaden the scope of the discussions. 1 2 3 4 NO/NA
- Student/teacher dialogue is encouraged throughout course. 1 2 3 4 NO/NA

### Content

- Instructor demonstrates knowledge of subject matter. 1 2 3 4 NO/NA
- Instructor utilizes effective strategies, matched to the content being taught, including methods for supporting inquiry, analysis, and synthesis of content. 1 2 3 4 NO/NA
- Course is well organized. 1 2 3 4 NO/NA
- Student performance (learning) objectives are clearly stated. 1 2 3 4 NO/NA
- Assignments, projects, tests, and other student work clearly reflect the desired performance outcomes for the course. 1 2 3 4 NO/NA
- The course facilitates learning from multiple view points. 1 2 3 4 NO/NA
- Instructor monitors student understanding and adjusts instruction to enable learning. 1 2 3 4 NO/NA

### Additional Comments regarding teaching practices:

**Evaluator's Signature**

**Date:**

**Adjunct Faculty Signature**

**Date:**

**Summary Meeting:**