

## Adjunct Faculty Observation & Feedback Form

An adjunct, not otherwise employed by the College, is a temporary member of the instructional staff who is employed for a specific period of time; i.e., on a term-by-term basis, to teach specified courses (note: for the purposes of faculty job description and performance review, Santa Fe College is using the terms “part-time” and “adjunct” interchangeably). A performance review, as prescribed by the college, does not imply that contractual status exists beyond the specified period of time. The performance review is an ongoing process that takes place over the specified time period with the aim of providing feedback for improvement. As such, different portions of the review may be performed by the discipline/program chair or director and/or designees at different times during the specified period of time.

To the Observer: Before you observe a classroom in action, review the Adjunct Faculty Position Description and note that you will be providing comments related to the criteria listed there. The following descriptors are meant to suggest how an instructor may demonstrate excellence in each category.

Adjunct Faculty Member Name: \_\_\_\_\_ Santa Fe ID#: \_\_\_\_\_

Adjunct Department: \_\_\_\_\_ Class Observed: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Observer Name: \_\_\_\_\_

### Delivering Instruction and Evaluating Student Learning

Descriptor	Criteria	Assessment
Selects and organizes materials based on department- and discipline-specific Course Outlines.	The material presented for student consideration is consistent with the Course Outline, appropriate for the course and well organized.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards
Provides instruction that is consistent with other courses taught in the department and consistent with college syllabus standards and learning objectives.	The syllabus includes all elements specified by the syllabus checklist. Both the content presented and the level of expectation are consistent with departmental standards.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards
Establishes high expectations for student achievement, with clear guidelines for success and good classroom management skills.	The type and level of assessments are clearly described in the syllabus, along with suggestions for success. Classroom style and behavior are consistent with the expressed expectations and represent best practices.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards
Provides students with written information about the goals and requirements of the course.	The syllabus clearly identifies the goals and requirements of the course. Each lesson or assignment is clearly related to the goals and requirements of the course.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards
Develops methods that fairly and accurately assess students' progress in achieving the stated learning objectives and provides timely feedback to students.	Mentor and/or supervisor agree that assessments are appropriate for the course. Assignments are graded and returned within one week whenever possible.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards

Submits course reports as required by the college Registrar.	Initial attendance report is submitted within one week of the start of the class. An academic progress report is submitted after the first major graded assignment and whenever a significant change in student performance is noted. Midterm attendance report is submitted within one week of the withdrawal deadline. Grade report (and GELO, if applicable) is submitted before the deadline.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards
Re-examines course content, methods, and materials and makes necessary enhancements based on student and supervisor feedback.	Responds to student concerns and supervisor feedback. Provides instruction with alternate pedagogical techniques, when warranted.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards
Is reasonably available to students.	Schedules sufficient office hours (onsite or online) to meet the needs of students.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards

**Providing Service to the Department or Program**

Descriptor	Criteria	Assessment
May attend discipline area and department or program meetings.	Not applicable to a classroom observation.	N/A
May serve on taskforces and/or committees.	Not applicable to a classroom observation.	N/A
Maintains effective communication with the college and the department or program.	Regularly checks Santa Fe voicemail and email and responds promptly to messages. Informs the department of any changes to address, telephone or email.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards

**Possessing Subject Matter Expertise and Engaging in Professional Development**

Descriptor	Criteria	Assessment
Demonstrates a command of the discipline or field of study.	Uses clear and relevant examples in class; relates examples to current issues or applications.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards
Stays current in the discipline and related pedagogy.	Includes recent developments and/or controversies related to the discipline in the course. Demonstrates awareness of pedagogical developments related to the discipline.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards
Participates in a faculty orientation program.	Not applicable to a classroom observation.	N/A

Observer Signature: \_\_\_\_\_ Date Submitted to Chair: \_\_\_\_\_

Chair Signature: \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_