



Adjunct Faculty Instructional Observation & Evaluation

rev. 10/12

Middlesex Community College believes that the primary responsibility of faculty is to provide instruction which will enhance student learning, and the primary responsibility of each supervisor is to provide an atmosphere that encourages instructional excellence and professional growth.

MxCC prides itself on the quality and strength of its adjunct faculty team. In order to maintain this excellence, and to foster collaboration among adjunct faculty, full-time faculty, and supervisors, the college follows an instructional observation and evaluation process developed originally by the Connecticut Community College system's Labor-Management Committee. This process consists of an objective evaluation of instructional performance that is accomplished by gathering and analyzing data from the instructor, students, and supervisors.

For adjunct faculty, the centerpiece of this process is a Classroom Instructional Observation. The purposes are to:

1. Establish an evaluative process for faculty which promotes goal setting, identifies areas of strength, recognizes and acknowledges superior performance and identifies areas that need improvement.
2. Provide an information base that will help supervisors work collaboratively with individual faculty members to improve their performance.
3. Form the basis of fair and reasonable personnel decisions in accordance with the Collective Bargaining Agreements.

Instructional Observation Process

The instructional observation process consists of a pre-conference, the direct observation of the faculty member's instruction, and a post-conference. Instructional observation items may vary slightly depending upon the type of teaching setting (classroom or ESL; laboratory or studio).

Step 1: Scheduling

The first step is for the evaluator and faculty member to agree on dates and times to conduct the Pre-Conference and Instructional Observation. Typically, these are done the same day, with the Pre-Conference held just before the Instructional Observation.

Prior to the Pre-Conference, the faculty member will submit to the evaluator a current course syllabus for the class to be observed. The course syllabus will contain the focus of the course's instructional objectives and expected outcomes. The faculty member will also be asked to complete a Pre-Observation Form which summarizes the objectives of the particular lesson that the supervisor will be observing.

Step 2: Pre-Conference

During the pre-conference, the faculty member and evaluator will review the syllabus and Pre-Observation Form. Typically, they will discuss:

- In general, the overall process of the evaluation, the teaching approaches used in other courses compared to the course to be observed.
- In particular, the instructional objective(s) for the instructional session to be observed, and the strategies used to accomplish the objective(s).

Step 3: Instructional Observation

During the observation, the evaluator will take notes to use as the basis for answering the questions listed on the appropriate form (classroom or ESL; laboratory or studio). For an on-ground class, the evaluator is expected to spend at least 50 minutes observing. For an online class, the faculty member and evaluator typically meet together to review a minimum of one unit of course work, which should contain items such as instructional materials prepared by the faculty member, and electronic discussions among faculty and students that mimic classroom interactions. *Additional guidance for the observation of online courses is available in a separate document.*

Step 4: Post-Conference

The evaluator will hold a post-conference with the faculty member. For this conference, the evaluator will use the summary narrative to discuss areas of strength and to provide suggestions for improvement. The evaluator will also review comments made on the Overall Performance Form for Adjunct Faculty, which may include any special, voluntary service conducted by the faculty member and/or data from student instructional evaluation surveys conducted every semester. Student evaluation surveys used for this purpose are typically from a prior semester due to the timing of when surveys are administered and reported back to supervisors.

Once the forms are discussed, reviewed, and signed, the evaluator will provide the faculty member with copies. The originals will be sent to the Division Director for review, then to the Dean of Academic Affairs, who upon final review, will submit them for inclusion in the faculty member's professional file.

Attachments

- Faculty Pre-Observation Form
- Instructional Observation Form (Classroom and ESL Settings)
- Instructional Observation Form (Laboratory and Studio Settings)
- Overall Performance Form for Adjunct Faculty

For More Information

The Faculty Development and Review Plan is available online at <http://www.comnet.edu/emprel/facultyplan.asp>. This website contains the guiding philosophy and objectives behind the plan. *Please note that much of the material on this website is related to the ongoing responsibilities of full-time faculty and is not applicable to adjunct faculty.*

MIDDLESEX COMMUNITY COLLEGE
Faculty Pre-Observation Form

Faculty Member: _____ **Date:** _____

Date of Observation: _____ **Class/Time:** _____

1. Where are you in the course (syllabus and/or class outline submitted)?

2. What is/are your objective(s) for the lesson to be observed?

3. What teaching methods do you plan to use?

4. How do these methods compare to other courses you are teaching?

5. What student outcomes are you teaching for in this class?

6. Are there any particular teaching/learning behaviors that you especially want me to focus on?

7. How are you going to know if the students have learned the objective(s)?

8. What special characteristics of the students do you want me to be aware of?

**MIDDLESEX COMMUNITY COLLEGE
INSTRUCTIONAL OBSERVATION FORM
FOR CLASSROOM AND ESL SETTINGS**

Faculty Member _____

Evaluator _____

Date _____

Class _____

1. Was the lesson organized and clearly presented?
2. Describe the level of student interest and participation.
3. Describe the quality of interpersonal relations between the instructor and students.
4. What was particularly effective about the instruction? And, what specific suggestions would you make concerning how instruction could be improved?

Performance (choose one): <input type="checkbox"/> Satisfactory <input type="checkbox"/> Adequate, Needs Improvement <input type="checkbox"/> Unsatisfactory

Faculty Member _____
Signature _____ *Date* _____

Evaluator: _____
Signature _____ *Date* _____

**MIDDLESEX COMMUNITY COLLEGE
OVERALL PERFORMANCE FORM FOR ADJUNCT FACULTY**

Adjunct Faculty Member: _____

Department/Division: _____

Semester(s) Covered in this Evaluation: _____

Notes to the Evaluator: For each category, please indicate the performance of the adjunct faculty member as Satisfactory, Adequate but Needs Improvement, or Unsatisfactory. You may comment as appropriate on each category. Please attach a signed copy of the Classroom Observation Evaluation. If Student Evaluations are not available, please indicate "Not Available" in the comments area.

Instructional Observation:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Adequate, Needs Improvement <input type="checkbox"/> Unsatisfactory
Student Evaluations:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Adequate, Needs Improvement <input type="checkbox"/> Unsatisfactory
Comments:	
Other student feedback beyond the student evaluations	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Adequate, Needs Improvement <input type="checkbox"/> Unsatisfactory
Comments:	
Comments on any additional, voluntary college service:	
Overall Performance	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Adequate, Needs Improvement <input type="checkbox"/> Unsatisfactory

Overall performance includes (a) teaching assigned courses in accordance with approved course descriptions and class schedules; (b) maintaining accurate student records; (c) following applicable college administrative procedures; and (d) being available at reasonable times to confer with students outside of class.

Faculty Member _____
Signature _____ *Date* _____

Evaluator _____
Signature _____ *Date* _____

Division Director _____
Signature _____ *Date* _____

Academic Dean _____
Signature _____ *Date* _____