

CE ADJUNCT TEACHER PEER EVALUATION FORM

CE Adjunct Teacher _____ School _____

CE Liaison Name _____ Liaison S Number _____

SLCC CE Course _____

SLCC Academic Department _____ Credit Hours _____ Date _____

Visit begin time _____ Visit end time _____ High school period # _____

Instructions: Before completing this form, please read through the "Site Visits & Peer Evaluations" page found under the "Responsibilities" menu item on the Liaison's tab of the SLCC Concurrent Enrollment website.

Purpose of visit:

Observation with peer evaluation

Follow-up observation with peer evaluation

I verify that the information on this form is correct, that I visited the high school concurrent enrollment teacher on the date noted below, and I affirm that:

Concurrent enrollment students are held to the same grading standards, curriculum, assessment methods (e.g. papers, portfolios, quizzes, labs, etc.) as those expected of students in on-campus sections.

Liaison Signature: _____ Date: _____

I have reviewed the evaluation and comments written by the SLCC liaison and acknowledge the liaison's visit on the specified date.

High School Adjunct Teacher Signature: _____ Date: _____

High School Adjunct Teacher Email: _____

High School Adjunct Teacher Phone: _____

(Direct line to Adjunct teacher)

To be completed by the liaison (enter time in decimal hours):

Travel Time (Full-Time Faculty Only) _____ Prep Time _____ Visit Time _____ Post-Visit Follow-Up Time _____

TOTAL TIME (HRS)

Concurrent Enrollment Adjunct Teacher Peer Review/Evaluation

Performance Level » » »	Excellent	Average	Problematic	Unacceptable
<p>Instructional Delivery Content is delivered in such a way that students are able to retain and apply that content.</p> <p>Consider the effectiveness of:</p> <ul style="list-style-type: none"> Resources provided to aid in learning Questions asked to gauge learning Hands-on applications of concepts Quantity and complexity of information delivered (too much/too little) 	<input type="checkbox"/> Instructional delivery methods effectively accommodate varying learning styles and engage student in such a way that they are able to effectively apply core concepts.	<input type="checkbox"/> Instructional delivery methods accommodate some learning styles and engage motivated students in such a way that they are able to effectively apply core concepts; less motivated students may struggle.	<input type="checkbox"/> Instructional delivery methods accommodate a single learning style that makes it challenging for even the most motivated students to remain engaged.	<input type="checkbox"/> Instructional delivery methods are significantly ineffective, seriously affecting students' ability to learn the course content.
NOTES (HIGHLIGHTS/SUGGESTIONS)				
<p>Instructional Design and Assessment Curriculum and assessment methods mirror SLCC curriculum and assessment standards outlined in the approved Course Curriculum Outline (CCO) and course syllabus, and/or other materials approved by the liaison.</p>	<input type="checkbox"/> Course structure and assessment methods mirror college standards. Instructor also uses other approved supporting materials to enhance the course.	<input type="checkbox"/> Course structure and assessment methods mirror college standards.	<input type="checkbox"/> Course structure and assessment methods loosely follow college standards.	<input type="checkbox"/> Course structure and assessment methods deviate from the college standards so that portions of the material are not being addressed or appropriately assessed.
NOTES (HIGHLIGHTS/SUGGESTIONS)				
<p>Field/Discipline Knowledge Applied to Teaching Instructor is knowledgeable in the content area and keeps up to date with that knowledge through discipline-specific professional development and involvement in that field.</p>	<input type="checkbox"/> Instructor regularly attends required professional activities, is current within the industry, and appropriately applies that knowledge to the class within the scope of the curriculum.	<input type="checkbox"/> Instructor regularly attends required professional development activities and applies that knowledge to the class within the scope of the curriculum.	<input type="checkbox"/> Instructor rarely attends required professional activities and/or rarely applies that knowledge to the class.	<input type="checkbox"/> Instructor does not attend professional development activities, is not current within the industry, and teaches material that is not up to date with current trends.
NOTES (HIGHLIGHTS/SUGGESTIONS)				
<p>Classroom Management Instructor maintains a positive and professional learning environment, and students behave in a way that is reflective of the SLCC code of conduct.</p>	<input type="checkbox"/> Students are enthusiastically engaged in relevant course activities and are behaving appropriately.	<input type="checkbox"/> Most students are engaged in relevant course activities and are behaving appropriately; the instructor is dealing effectively with those who are not.	<input type="checkbox"/> Few students are actively engaged in relevant course activities, and/or behaving appropriately; the teacher's efforts to manage student behavior are not effective.	<input type="checkbox"/> Students are not engaged in relevant course activities and are not behaving appropriately; the teacher is doing little to manage their behavior.
NOTES (HIGHLIGHTS/SUGGESTIONS)				