

**ADJUNCT INSTRUCTOR EVALUATION**  
**Navajo Technical University**

The purpose of Adjunct Instructor Evaluation at Navajo Technical University is to support the University mission through teaching and service that promote optimum student learning and development. Adjunct Instructor Evaluation consists of two processes with corresponding forms. An outline of each form follows. Process steps are spelled out in the forms.

**Instructor Self-Evaluation**

- I. Instruction
  - A. Credentials
  - B. Instructional design
  - C. Assessment
  - D. Accomplishments
  - E. Student evaluations of instruction
  - F. Self-evaluation of expectations

**Instructor Evaluation by Department Chairperson**

- I. Instruction
  - A. Classroom observation
  - B. Supervisor's evaluation of expectations
  - C. Instruction rubric
- II. Values
  - A. Values rubric
- III. Summaries and signatures
  - A. Supervisor's summary comments
  - B. Instructor's summary comments
  - C. Meeting date
  - D. Signatures

**Navajo Technical University  
Instructor Self-Evaluation**

Instructor:  
Title:  
Chairperson/Supervisor:

Department:  
Date:

**Directions to the Instructor:** Complete all sections of this form and turn it into your Department Chairperson prior to the scheduled evaluation meeting with her or him. Note that some of the following items require documentation to be attached to this form.

**I. Instruction**

**A. Credentials.** Provide a copy of current license(s)/certification(s), if applicable.

**B. Instructional design:**

1. Attach a copy of instructional material or an instructional tool that exemplifies what you do best as an Instructor to help NTU students learn. Comment below on why you have chosen it and how it exemplifies your best.

2. Give an example of how you used formal or informal assessment results to modify your teaching to promote student learning.

**C. Assessment.** Provide a copy of a formative or summative assessment tool, other than an exam or quiz, that you use to measure student learning outcomes. Be sure to provide the rubric or grading criteria that you use to communicate to your students the results of the assessment.

**D. Accomplishments.** What is one (or more) of your accomplishments this semester that you find most rewarding?

**E. Student evaluations of instruction.** Review any student evaluations of instruction that you have for the review period. Explain how those evaluations give you an opportunity to grow.

**F. Self-evaluation of expectations:**

<b>Do you...?</b>	<b>Yes</b>	<b>No</b>
1. Organize classes, curriculum, and related labs that align to program and course outcomes.		
2. Integrate indigenous philosophies of education into all aspects of teaching and learning (Diné and/or A:shiwí).		
3. Select and order instructional and related support materials.		
4. Develop and maintain classroom environments that support student diversity and special learning needs.		
5. Incorporate current technologies in classroom, distance learning, and laboratory environments.		
6. Provide opportunities for student learning in co-curricular initiatives and projects.		
7. Convene classes as scheduled.		
8. Respond to student inquiries within 48 hours.		
9. Take all necessary and reasonable safety precautions to protect students, physically and also their FERPA sensitive data.		
10. Take all necessary and reasonable safety precautions to protect materials, equipment, and facilities.		

**Navajo Technical University  
Instructor Evaluation by Department Chairperson**

Instructor:  
Job Title:  
Chairperson:

Department:  
Date:

**Directions for the Department Chairperson:** Complete this form and meet with the Instructor to review the evaluation. Note that some of the following items require documentation to be attached to this form. Once finalized, make a copy for the Instructor, and submit the original with signatures to Human Resources.

**I. Instruction**

**A. Classroom observation.** By Chairperson or designee. Please attach the observation. Add rows as necessary for additional classroom observations. (See Appendices II and III).

Class Observed:	Date:	Chairperson/designee:
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**B. Supervisor's evaluation of expectations:**

Does the instructor...?	Yes	No
1. Prepare, distribute, and utilize course syllabi and related instructional materials.		
2. Submit copies of course syllabi.		
3. Hold regular office hours to assist students.		
4. Maintain student records (e.g., grades, attendance, and documentation for incompletes).		
5. Provide accurate and timely reports as requested.		
6. Abide by all University policies and regulations.		

**C. Instruction rubric.** Check all applicable items in all columns to indicate trends in the instructor's service.

Categories	Expectations Not Met	Expectations Met	Expectations Exceeded
Teaching Practices	// Some (or none) of the Essential Elements of Instruction (EEI's) are demonstrated in teaching practices. (See Appendices A, B, and C.)	// Most/all of the EEI's are competently demonstrated in teaching practices.	// All EEI's are expertly demonstrated in teaching practices as evidenced by class observation(s) and student evaluations.
Assessment	// Assessment documents and/or procedures align with student learning outcomes and course objectives by implication (i.e. the correlation is not specified but can be inferred).	// Assessment documents and/or procedures are directly mapped onto student learning outcomes and course objectives. -and- // Assessment scoring is clearly communicated to students on individual assignments as shown in assessment documents.	// Assessment documents and/or procedures are directly mapped onto student learning outcomes and course objectives. -and- // Assessment scoring is clearly communicated to the student on individual assignments as shown in assessment documents and as it relates to his/her overall grade in the course.

Student Evaluations of Instruction	// Range of scores is 3.99 or less on some questions related to teaching. -and- // Some student comments express concerns.	// Range of scores is 4.01-4.5 on all questions related to teaching. -and- // Student comments are generally positive.	// Range of scores is 4.51-5.0 on all questions related to teaching. -and- // Student comments are generally positive.
Overall	// Expectations Not Met	// Teaching Expectations Met	// Teaching Expectations Exceeded

## II. Values

A. **Values rubric.** Check all applicable items in all columns to indicate trends in the Instructor's values.

Category	Expectations Not Met	Expectations Met	Expectations Exceeded
Ahiḥna'anish Collaboration	// Works in isolation; reluctant to share; often absent where participation is required	// Participates actively in team efforts; listens actively; regularly shows up	// Willingly shares ideas and materials; listens actively; volunteers; regularly contributes
Alk'izhdiitj Communication	// Expresses ideas incoherently; unresponsive; untimely	// Coherent in oral and written communication; responsive; timely	// Highly articulate, expressive, responsive, timely; communicates effectively with all stakeholders
Éédééhtj Innovation	// Unwilling to take risks; stays within normative guidelines	// Considers new directions and approaches; adapts appropriately	// Takes risks; develops logical plans to solve problems; creates unique solutions
'Adiḥjidlj Integrity	// Undependable; occasionally unprofessional; responds to policies unevenly	// Dependable; professional; maintains professional standards	// Maintains high ethical and professional standards; responds to policies appropriately
Íhoo'aah Learning	// Defensive; unreceptive to feedback or suggestions	// Receptive to best practices, ideas, and research; adjusts accordingly	// Seeks and uses best practices, ideas, and research; solicits suggestions from others
Aḥhidilzin Respect	// Thoughtless; insensitive; occasionally disrespectful to others	// Honest; self-controlled; maintains good relations with others	// Honest, dependable; tenacious; strong sense of right and wrong; loyal
Total values	// Values Expectations Not Met	// Values Expectations Met	// Values Expectations Exceeded

## III. Summaries and signatures

A. **Supervisor's summary comments.**

B. **Instructor's summary comments.**

**C. Meeting date.**

**D. Signatures:**

**1. Instructor**

**2. Supervisor**

Evaluation must be complete and signed by the  
Department Chair before final payment.

**Appendix I**  
**Elements of Effective Face-to-Face**  
**(or Synchronous Online) Instruction (EEI's)**

**A. Gains students' attention**

1. Offers an interesting fact
2. Connects through humor
3. Elicits students' curiosity

**B. Informs learners of learning objectives**

1. Previews lesson's major objectives or topics
2. Objectives are consistent with syllabus

**C. Stimulates recall of prior learning**

1. Connects new material to previous instruction

**D. Presents the content**

1. Uses a variety of teaching methods (e.g., direct instruction, problem-based instruction, small group learning, and/or cooperative learning)

**E. Provides learning guidance**

1. Presents examples, analogies, real-life applications, etc.
2. Encourages active learning and problem-solving skills

**F. Elicits performance**

1. Allows time for students to actively practice
2. Provides appropriate assignments

**G. Provides feedback**

1. Feedback is supportive, not punitive
- ii. Feedback promotes students' critical thought

**H. Assesses performance**

1. Provides multiple measures (i.e., does not rely on only one type of measure)

**I. Enhances retention of content and transfer to next-level course, job, etc.**

1. Relates material to future academic classes
2. Relates material to the workplace
3. Relates material to real-life situations

## **Appendix II**

### **Elements of Effective Online (Asynchronous) Instruction (EEI's)**

#### **A. Course overview and introduction**

1. Instructions show how to get started and where to find various course components.
2. Computer skills expected of the learner are clearly stated.
3. Expectations for prerequisite knowledge are clearly stated.
4. The self-introduction by the instructor is professional and is available online.
5. Learners are asked to introduce themselves to the class.

#### **B. Learning outcomes**

1. The course learning objectives, or course/program competencies, describe outcomes that are measurable.
2. The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

#### **C. Assessment**

1. The course grading policy is stated clearly at the beginning of the course.
2. Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.
3. The assessments used are sequenced, varied, and suited to the level of the course.

#### **D. Instructional materials**

1. The instructional materials represent up-to-date theory and practice in the discipline.
2. A variety of instructional materials is used in the course.

#### **E. Learning activities and learner interaction**

1. The learning activities promote the achievement of the stated learning objectives or competencies.
2. Learning activities provide opportunities for interaction that support active learning.

#### **F. Course technology**

1. The tools used in the course support the learning objectives or competencies.
2. Course tools promote learner engagement and active learning.
3. A variety of technology is used in the course.

#### **G. Learner support**

1. The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
2. Course instructions articulate or link to the institution's accessibility policies and services.
3. Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.

#### **H. Accessibility**

1. The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.





## **Adjunct Instructor Expectations Navajo Technical University**

### **INSTRUCTIONAL DUTIES**

1. Prepare for, teach, grade, assess, and strive to improve student learning in assigned courses and labs (if applicable).
2. Integrate indigenous philosophies of education into all aspects of teaching and learning (Diné and/or A:shiwí).
3. Prepare, distribute, and utilize course syllabi and related instructional materials.
4. Submit copies of course syllabi to the appropriate Department Chairperson.
5. Organize classes and curriculum that align to program and course outcomes.
6. Select and order instructional and related support materials.
7. Develop and maintain classroom environments that support student diversity and special learning needs.
8. Incorporate current technologies in classroom, distance learning, and laboratory environments.
9. Provide opportunities for student learning in co-curricular initiatives and projects.
10. Convene classes as scheduled.
11. Respond to student inquiries within 48 hours.
12. Take all necessary and reasonable safety precautions to protect students, physically and also their FERPA sensitive data.
13. Take all necessary and reasonable safety precautions to protect materials, equipment, and facilities.
14. Hold regular office hours to assist students.
15. Maintain student records (e.g., grades, attendance, and documentation for incompletes).
16. Provide accurate and timely reports as requested.
17. Abide by all University policies and regulations.
18. Perform other duties as assigned by the appropriate Chairperson or Dean.