

**Adjunct Faculty  
Self-Assessment**

**Teaching and Learning Values  
Video-Taped Observation of Own Teaching**

Directions: Request to have a course session video taped for your personal review and analysis.

**Instructor Name** \_\_\_\_\_

**Course** \_\_\_\_\_ **Date** \_\_\_\_\_

Values	What Worked	Changes or Improvements
<p>Creates a learning climate of mutual respect and fairness.</p> <p>Encourages creative and critical thinking.</p> <p>Actively engages students in the learning process.</p> <p>Facilitates learning that applies to and enriches a student's life.</p> <p>Clarifies expectations and encourages student responsibility for learning.</p> <p>Promotes learning as a lifelong process.</p>		

# Chemeketa Community College

## Teaching and Learning Values

The Teaching and Learning Values are listed below with examples of actions that demonstrate the presence of each value. They are a shared responsibility at the college and will be considered in decision and policy-making arenas. We will encourage and promote these values in college programs, courses, services and activities.

**We are a college that . . .**

### **Creates a learning climate of mutual respect and fairness.**

- Creates open/equal interactions in the classroom.
- Encourages and seeks to understand varying points of view and learning differences.
- Models and applies class standards/expectations equally.
- Models inclusion inside and outside of the classroom.
- Informs students of and models the Chemeketa Creed.

### **Encourages creative and critical thinking.**

- Creates low-risk learning environments to allow learning through mistakes.
- Allows students to identify problems and create solutions.
- Uses questioning strategies that encourage creative and critical thinking.
- Encourages students to explain the underlying thinking of their answers.
- Incorporates problem-solving processes into course structure.
- Incorporates activities that encourage students to be creative.

### **Actively engages students in the learning process.**

- Uses hands-on, real life applications.
- Uses structured, purposeful small group activities.
- Involves students in planning activities and leading discussions.
- Uses a menu of approaches/activities for a variety of learning styles.
- Provides opportunities for students to give feedback and evaluation of instruction.
- Models use of technology as a communication and learning tool.

### **Facilitates learning that applies to and enriches a student's life.**

- Makes connections from theory to real life applications.
- Encourages out-of-class connections/activities.
- Uses current and real life experiences and activities.
- Solicits student illustrations/applications.
- Encourages students to apply learning to their lives.
- Incorporates student life experiences.

### **Clarifies expectations and encourages student responsibility for learning.**

- Clarifies expectations/outcomes in a variety of ways.
- Sets high expectations for students.
- Holds students accountable.
- Models responsible behavior---is prepared.
- Gives clear directions and instructions.
- Gives frequent, timely feedback.
- Models diversity, honesty and fairness in interactions.

### **Promotes learning as a lifelong process.**

- Models lifelong learning.
- Shows enthusiasm and joy for learning and teaching.
- Provides avenues and encouragement for future learning.
- Has students' consider long- as well as short-term goals.
- Shares personal learning experiences and new developments in the field.
- Makes connections with partners in the workplace and in the community.

Originally Adopted in 1998  
Revised and Reaffirmed in 2004