



Trine University Dual Enrollment
 Concurrent Enrollment Instructor:
 Faculty Liaison:
 Partner High School:

Site Visit: Observation

Date:
 Trine Course Equivalent:
 Concepts/Topics Covered:

Indicator	Not Evident/Observed	Needs Improvement	Equivalent	Exemplary
<p>Learning Objectives and Outcomes</p>	<p>• Learning Objectives/Outcomes: ~Are not communicated ~Are not aligned with or supported by the provided course syllabus ~Are not connected to any prior or future learning ~Expectations for students are not communicated in any way</p>	<p>• Learning Objectives/Outcomes: ~Are somewhat communicated to students but with limited understanding from students ~Are not aligned with or supported by the provided course syllabus ~Are not connected to prior and future learning ~Expectations are communicated but not understood by students</p>	<p>• Learning Objectives/Outcomes: ~Are communicated and understood by most students ~Are aligned with and supported by the provided course syllabus ~Are connected to prior and/or future learning ~Expectations for students are communicated</p>	<p>• Learning Objectives/Outcomes: ~Are explicitly communicated and understood by all students ~Are aligned with and supported by the provided course syllabus ~Are repeatedly connected to prior and future learning ~Expectations for students are explicitly communicated</p>
<p>Lesson Organization and Planning</p>	<p>• Lesson Structure & Planning: ~Not coherent or logical in structure ~Planned rigor is not appropriate for a dual enrollment course ~Not connected to any learning objective</p>	<p>• Lesson Structure & Planning: ~Lacks some coherency in structure ~Inconsistent level of rigor planned ~Not consistently connected to the current primary and sub learning objective(s)</p>	<p>• Lesson Structure & Planning: ~Is logical and coherent in structure ~Planned level of rigor is appropriate for course ~Connected to the current primary and sub learning objective(s)</p>	<p>• Lesson Structure & Planning: ~Is logical and coherent in structure ~Planned level of rigor is appropriate for course ~Connected to explicit and measurable primary and sub learning objective(s) that are equitable to its on-campus comparison ~Demonstrates connections to prior/future learning</p>
<p>Curriculum Meets Collegiate Rigor and Depth</p>	<p>• Curriculum Depth: ~Is not supported by the lesson or its learning objective(s) ~Is not challenging ~Is clearly not of the same rigor or depth as the same course taught on campus</p>	<p>• Curriculum Depth: ~Is sometimes supported by the lesson and its learning objective(s) ~Is not challenging to the students ~Is inconsistent in its level of rigor and depth as compared to the same course taught on campus</p>	<p>• Curriculum Depth: ~Is supported by the lesson and its learning objective(s) ~Is challenging and is of the same rigor and depth as the same course taught on campus</p>	<p>• Curriculum Depth: ~Is clearly and explicitly supported by the lesson all of the learning objective(s) ~Is challenging and is of the same rigor and depth as the same course taught on campus</p>



Indicator	Not Evident/Observed	Needs Improvement	Equivalent	Exemplary
<p>Student Engagement, Interest, Involvement</p>	<p>• Students: ~Are not engaged throughout the entire lesson ~Are not provided any opportunities to demonstrate ownership of their own learning ~Are not presented with any learning experiences that value inquiry, exploration, and/or research of the topic</p>	<p>• Students: ~Are inconsistently engaged throughout the lesson ~Are provided few if any opportunities to demonstrate ownership of their own learning ~Are not presented with any learning experiences that value inquiry, exploration, and/or research of the topic</p>	<p>• Students: ~Are consistently engaged throughout the lesson ~Are provided some opportunities to demonstrate ownership of their own learning ~Are presented with some learning experiences that value inquiry, exploration, and research of the topic</p>	<p>• Students: ~Are consistently and actively engaged throughout the lesson ~Are provided ample opportunities to demonstrate ownership of their own learning ~Are presented with various learning experiences that value inquiry, exploration, and research of the topic</p>
<p>Student Critical Thinking <i>(Creative, Analytical, Reflective, Applicable, Research, etc.)</i></p>	<p>• Students: ~Critical thinking is not evident ~Provided no opportunities to engage in any types of critical thinking ~Work is not at the rigor and depth as the same course taught on campus</p>	<p>• Students: ~Critical thinking is somewhat focused on supporting the learning objectives ~Provided little to no opportunities to engage in at least one type of critical thinking ~Work is not at the rigor and depth as the same course taught on campus</p>	<p>• Students: ~Critical thinking is focused on supporting the learning objectives ~Provided some opportunities to engage in at least one type of critical thinking ~Work is at the rigor and depth as the same course taught on campus</p>	<p>• Students: ~Critical thinking is focused on supporting the learning objectives throughout the lesson ~Provided ample opportunities to engage in multiple types of critical thinking ~Work is at the rigor and depth as the same course taught on campus</p>
<p>Assessment Strategies and Feedback</p>	<p>• Assessments: ~No evidence of strategies, rigor, and depth of the same course taught on campus ~Provides no evidence of student mastery of learning objectives ~No evidence of use to guide and improve instruction • Feedback: ~No evidence of providing effective collegiate level feedback</p>	<p>• Assessments: ~Are sometimes aligned with the same strategies, rigor, and/or depth of the same course taught on campus ~Provides inconsistent evidence of student mastery of learning objectives ~Are sometimes used to guide and/or improve instruction • Feedback: ~Provides inconsistent effective collegiate level feedback to students</p>	<p>• Assessments: ~Are aligned with the same strategies, rigor, and depth of the same course taught on campus ~Provides evidence of student mastery of learning objectives ~Are used to guide and improve instruction • Feedback: ~Provides effective collegiate level feedback to students</p>	<p>• Assessments: ~Are always aligned with the same strategies, rigor, and depth of the same course taught on campus ~Provides ample evidence of student mastery of learning objectives ~Are used to guide and improve instruction • Feedback: ~Provides effective in-depth collegiate level feedback to students</p>