Online Learning Observation Form

This form is to be completed by administrators, department chairs, or a qualified designee performing formal classroom observations for the evaluation of online instructor. When possible, observers are encouraged to meet with the online instructor prior to the observation to gain context for the class session that will be observed and to identify any areas where the faculty member would like specific focused feedback. This can also be done via email or phone conference.

This form must be completed and returned to the online instructor within **two weeks** of the formal observation. It is suggested but not required that the observer meet with the faculty member to review feedback in person. For Overall Ratings that are “Need Improvement” or “Significant Concern” a face-to-face follow up meeting with the faculty member is required.

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor’s Name |  | Class and Section Observed |  |
| Observer’s Name |  | Class Prerequisites |  |
| Observer Title |  | Date of Observation | **Click here to enter a date.** |
| College | **Choose an item.** | Number of Students Enrolled |  |

|  |
| --- |
| Procedures for Evaluating Online Instructor |
| The evaluation process is primarily a tool grounded in faculty development for improving learning and teaching. **Online instructor receiving a rating of satisfactory (meeting expectations) or better are eligible for a second round-robin during the course assignment process.**  The following procedures should be followed to ensure fair and uniform application of the evaluation process:   1. Evaluations should be conducted by Vice Presidents, Deans, Department Chairs, or a qualified designee. 2. Classroom observations should occur on a mutually agreed upon date or set of dates. If a date cannot be agreed upon then an administrator will communicate a date with two weeks of notice. 3. Observation period for online instruction should include access to course for a period of one week. 4. Concerns and comments should align with the ratings; ratings should be evidenced based and grounded in the observation; ‘Need Improvement’ and ‘Significant Concern’ ratings should be accompanied by specific recommendations for improvement. 5. Timeline: the post evaluation reflection should be completed and returned to the observer within one week of the observation; the final evaluation should be completed and returned to the faculty member within one week of receiving the post observation reflection; a post evaluation conference between the faculty member and the observer should be scheduled by request in a timely manner. |

|  |
| --- |
| Directions for Assigning Ratings |
| For each category below, high quality teaching and learning descriptors are provided and should be assessed using the following scale:   * **Exceeds Expectation (EE) -** Evidence indicates that the instructor *exceeds expectations*. * **Meets Expectation (ME) -** Evidence indicates that the instructor *meets expectations* and the observer does not identify any specific concerns in a given area * **Needs Improvement (NI) -** Evidence indicates minor to moderate concerns in the given area and focused support is needed. A detailed explanation of concerns and the type of support needed should be outlined in commentary. * **Significant Concern (SC) -** Evidence indicates significant concerns in the given area, suggesting that a formal action plan may be needed. A detailed explanation of concerns and necessary improvements should be outlined in commentary. * **N/A = Not Applicable** - This area of instruction does not apply to the lesson or discipline observed.   At the end of each category, please give an overall category rating, based on the checklist ratings above. Provide commentary as to strengths and/or concerns and necessary improvements if needed. |

|  |  |
| --- | --- |
| Responsibilities of the Observer | |
| I have carefully read the directions AND watched the training video available on the CCC Faculty Forms and Information webpage: <http://www.ccc.edu/departments/pages/faculty-forms.aspx>. | Initial Here: |
| I understand that I am responsible for writing comments for each section below; and spending at least 50 minutes observing traditional format lectures and observing portions of related laboratory sections, if applicable; and completing the online observation checklist for the evaluation of online courses. | Initial Here: |
| I understand that the adjunct faculty member must write a response to this observation that they will return to me within a week of the observation. I will return this completed form to the faculty member within two calendar weeks of the observation. | Initial Here: |

# **Core Competencies**

The standards in this section should be common to all modes of instruction and across all disciplines.

|  |  |  |  |
| --- | --- | --- | --- |
| **SYLLABUS** | | | |
| Official course description and course prerequisites are stated. | | | N/A SC  NI  ME  EE |
| Course objectives and course student learning outcomes are stated and match departmental master syllabus. | | | N/A SC  NI  ME  EE |
| Grading system is stated clearly and standards used to assess students’ work are adequately explained. | | | N/A SC  NI  ME  EE |
| Variety of assignments listed (e.g., in-class tests, lab reports, essays, etc.) indicate that course student learning outcomes will be assessed using multiple methods. | | | N/A SC  NI  ME  EE |
| Course policies (e.g., ADW, late work, participation, plagiarism) are stated clearly, and all policies are consistent with college policies. | | | N/A SC  NI  ME  EE |
| Adequate information regarding course content (e.g., required texts and materials, course outline, etc.) is included. | | | N/A SC  NI  ME  EE |
| Adequate information regarding student support (e.g., office hours, and appropriate academic support services) is included. | | | N/A SC  NI  ME  EE |
| Course outline is provided and has clear expectations of assignments, assessments, and due dates, dates of exams, readings assigned, and etc. Reading assignments, outside classroom activities, and homework is provided in alignment with accreditation requirement and CCC policy. | | | N/A SC  NI  ME  EE |
| Details for major exams or assignments are provided, linked to, or provided separately from syllabus. | | | N/A SC  NI  ME  EE |
| Syllabus is easy to navigate, well written, and professional. | | | N/A SC  NI  ME  EE |
| **OVERALL SYLLABUS RATING** | | | |
| Strong:  exceeds expectations | Satisfactory:  meets expectations | Needs Improvement:  minor to moderate concerns | Significant Concern:  action plan may be needed |
| **COMMENTS:** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ONLINE LEARNING ENVIRONMENT** | | | | |
| Instructor works to ensure that students are on task (e.g., regular log in, timely feedback to students, grades posted, and weekly announcements). | | | | N/A SC  NI  ME  EE |
| Instructor fosters positive and personalized student peer interaction that supports learning and promotes cooperation, collaboration, reflection, and teamwork (e.g., discussion board postings). | | | | N/A SC  NI  ME  EE |
| Instructor displays respect for and interest in students (e.g., supportive and directive comments and postings). | | | | N/A SC  NI  ME  EE |
| Course modules in learning management system (LMS) are aligned with one or more of the stated course student learning outcomes. | | | | N/A SC  NI  ME  EE |
| Instructor comments and critiques demonstrate ability to determine whether students understand material and uses formative assessment to determine appropriate posting of instruction and next steps (e.g., follow up assignments, use of student resources, etc.). | | | | N/A SC  NI  ME  EE |
| Course shell is organized and easy for the student to navigate according to pre-checklist completed by expected deadline. | | | | N/A SC  NI  ME  EE |
| Instructor identifies and assists students who are struggling through appropriate comments and critiques. | | | | N/A SC  NI  ME  EE |
| Instructor promotes students’ reflection on, and ownership of, their own learning progress by helping them self-assess and determine appropriate next steps. | | | | N/A SC  NI  ME  EE |
| Instructor is able to assess students’ understanding of new concept or skill and provide alternate methods to explain content, if needed. | | | | N/A SC  NI  ME  EE |
| **OVERALL ONLINE LEARNING ENVIRONMENT RATING** | | | | |
| Strong:  exceeds expectations | Satisfactory:  meets expectations | Needs Improvement:  minor to moderate concerns | Significant Concern:  action plan may be needed | |
| **COMMENTS:** | | | | |

|  |
| --- |
| Additional Comments and Questions |
| Use this space for any of the following purposes:   1. to comment specifically on any focus area the instructor has identified for the observation; 2. to report on progress since the last observation (when applicable); 3. to provide any questions you had during the observation regarding instructional or classroom management choices; 4. to offer any additional commentary not covered above; 5. to offer summative commentary to highlight notable strengths or areas for growth and/or to offer focus for the faculty member’s future professional development; |
| **COMMENTS (observations, feedback, and questions for online instructor):** |

|  |  |  |  |
| --- | --- | --- | --- |
| **OVERALL RATING** | | | |
| Strong:  exceeds expectations | Satisfactory:  meets expectations | Needs Improvement:  minor to moderate concerns | Significant Concern:  action plan may be needed |
| **COMMENTS:** | | | |