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| **ONLINE INSTRUCTOR OBSERVATION** |
| Name of Instructor: |  |  |  | Class: |  |  |
| Observed by: |  |  |  | Date: |  |  |
| \* If you or your department prefers to use scales with qualitative descriptions, numeric ratings, etc. you may delete the "evident/not evident" rating scale and insert a rating on your preferred system. If you opt for this, please explain your scale here (e.g. numerical, 1 low, 5 high; very poor, poor, average, good, very good; etc.): |
| **COURSE DESIGN & LEARNING MATERIALS** |
| *Course is easy to navigate, utilizes a variety of tools/ assessments, & provides learning materials that facilitate student learning.* ☐Evident ☐Not Evident ☐Other:\_\_\_\_\_\_ |
| Examples of Evidence:* Course reflects the minimum design standards as outlined in the PCC Quality Matters rubric.
* Navigation is well-designed and consistent.
* Modules clearly specify the outcomes, content, activities and assessments.
* Response time for emails and assignment grading/feedback is clearly stated in syllabus or other relevant location in the course.
* Provides clear models and explanations appropriate for students and course level.
* Materials make effective use of the online format to engage students and enhance learning. (e.g., presentations, videos, graphics, audio files, etc.).
* Uses a variety of materials, learning activities and assessments that align with the learning outcomes to meet the needs of different learning styles.
* Clear contribution to the learning materials.
* Maintains current and relevant content.
* Provides clear description of course expectations, the grading system, and criteria for the evaluation of student work.
* Uses college-supported tools.
 | Comments:  |
| **INSTRUCTOR DELIVERY OF COURSE**  |
| *Instructor maintains an environment that is conducive to online learning.* ☐Evident ☐Not Evident ☐Other:\_\_\_\_\_\_ |
| Examples of Evidence:* Shows enthusiasm for teaching and learning, and maintains a positive learning environment.
* Uses appropriate course tools (e.g., discussions, quizzes, assignments, assessment feedback) to effectively manage and facilitate learning.
* Facilitates discussions or other forms of interaction effectively, including intervening to redirect inappropriate behavior.
* Assesses learning frequently and offers feedback that is timely, constructive, detailed and personalized.
* Encourages active student involvement in learning activities and promotes student-to-student interaction as well as instructor-student interaction.
* Creates a supportive environment so that students are willing to take risks, make mistakes, express their opinions, and actively participate.
* Relates to students as adults, shows awareness of respect for cultural differences as well as different learning styles and individuality.
 | Comments: |
| **INSTRUCTOR PRESENCE**  |
| *Instructor presence is evident through frequent, quality, and timely communication.* ☐Evident ☐Not Evident ☐Other:\_\_\_\_\_\_ |
| Examples of Evidence:* Fosters a sense of community that includes the instructor (e.g., discussions, group assignments, etc.).
* Makes various contact methods for communicating with the instructor available to students (e.g. email, phone, chat, etc.).
* Mass communications practiced (e.g., pre-term email, homepage announcements, class-wide emails, summary discussion posts, etc.).
* Responds to student inquiries in a timely manner.
* Maintains a positive, professional, and affirming tone in all communications.
* Individualized feedback on assignments and other assessments
 | Comments: |
| **COURSE MONITORING AND STUDENT RETENTION** |
| *Instructor closely monitors student and course activity and utilizes a variety of student success and retention strategies.*☐Evident ☐Not Evident ☐Other:\_\_\_\_\_\_ |
| Examples of Evidence:* Engages in heightened monitoring of student progress throughout the first few weeks of the term and contacts students to reinforce need to participate.
* Monitors student participation and gradebook.
* Utilizes the Course Progress Notification (CPN) tool in Banner.
* Students are provided feedback early enough in the term to adjust their performance.
* Provides on-going announcements that reiterate course requirements.
* Fixes courseware glitches such as typos and errors ensuring that links, quizzes, and time-released activities are active.
* Provides students with links and contact information for technical support and student services (e.g., Student Help Desk, tutoring, advising, etc.).
* Uses different methods of contact as needed (e.g., meeting with student on phone, hosting virtual office hours, etc.).
 | Comments: |

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| **SUGGESTED DISCUSSION TOPICS (not easily observed in D2L) &** **RELATED RESOURCES FOR INSTRUCTORS** |
| * [Accessibility](http://www.pcc.edu/resources/instructional-support/access/): date of last accessibility review (contact DL), efforts to maintain accessibility standards
* Continuous improvement: course improvement based on workshops, [trainings](http://www.pcc.edu/resources/instructional-support/training/), articles read, student feedback related to improving online teaching, and PCC DL [best practice](https://www.pcc.edu/distance/faculty/instructional/) resources
* Email and grading response time: expected response time articulated to students, examples of responses provided for observer
* PCC best practices guide: What Works Well in Online Teaching at PCC [document](https://www.pcc.edu/distance/wp-content/uploads/sites/2/2013/02/WhatWorksWell_v2_FINAL-WEB_single_8-31-15.pdf)
* Syllabus PCC [syllabus standards](http://catalog.pcc.edu/handbook/s704-syllabus-standardsforcreditcourses/)

Comments: |

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| **SUMMARY OF STUDENT END-OF-TERM EVALUATIONS**  |
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| **OVERALL OBSERVATION SUMMARY** |
| Strengths:Suggestions for Improvements: |

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| **FOLLOW-UP ASSESSMENT:** *To be filled out by the assessor and signed by the assessor and instructor.* |
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|  | Routine, periodic observations. |
|  | Routine, periodic observations plus a follow-up meeting with a full-time instructor and/or the division dean within two terms after the observation. |
|  | Regular, periodic observations and a follow-up meeting with a full-time instructor and/or the division dean for each of the next two consecutive terms; required visits of other classrooms to observe different instructors. |
|  | An observation each term for the next two to three terms; follow-up meetings with a full-time instructor and/or the division dean to discuss improvement s that need to be made and to document progress; required classroom visits to observe different instructors an individual professional improvement plan (for example, peer mentoring). |

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| ASSESSOR’S NAME: |  | DATE: |  |
| ASSESOR’S SIGNATURE: |  |  |
| **I HAVE READ THE ABOVE AND AM AWARE THAT IT WILL BECOME PART OF MY DEPARTMENT AND/OR PERSONNEL FILE. I ALSO UNDERTAND THAT I MAY WRITE A RESPONSE TO THIS EVALUATION FOR INCLUSION IN MY DEPARTMENT AND/OR PERSONNEL FILE.** |
| INSTRUCTOR’S NAME: |  | DATE: |  |
| INSTRUCTOR’S SIGNATURE: |  |  |