|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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: | | | | |

|  |
| --- |
| **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: |

|  |
| --- |
| **SUMMARY OF STUDENT END-OF-TERM EVALUATIONS** |
|  |

|  |
| --- |
| **OVERALL OBSERVATION SUMMARY** |
| Strengths:  Suggestions for Improvements: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FOLLOW-UP ASSESSMENT:**  *To be filled out by the assessor and signed by the assessor and instructor.* | | | | |
| |  |  | | --- | --- | |  | 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). | | | | | |
|  | | | | |
| 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: |  | |  | |