Faculty Classroom Observation Form
Online and Hybrid Courses

Cover Sheet

Directions: This form is intended primarily as a checklist, not a scaled rating form. Reviews should indicate the presence of teaching activities/behaviors already established as indicative of effective teaching. Use NA if an item is not relevant for this class or for this instructor. To accommodate the diversity of pedagogical practices, criteria may be added with the approval of the dean for that program/discipline.

Although the observation can be used as a checklist, the observer may elect to provide a general rating for each subset of teaching practices using either a numeric or descriptive rating. Please keep in mind that the observation reflects a **"snapshot"** of teaching and is not intended as a representation of overall teaching practices. If the observer elects to provide a general rating for each subset, the following guidelines are suggested:

| 1 - Needs Improvement | 2 - Proficient | 3 - Advanced | 4 - Exemplary | 5 - Not Applicable |

With numeric ratings, the intent is that each subset of teaching practices stands alone. There is no overall rating given to the instructor at the end of the observation form.

- The observation form will be one piece of documentation used in the performance evaluation (PDP) of **full-time** faculty.

- Division Directors, Discipline/Program Chairs, or their designee should check to make sure that the **online syllabus** for the course has been approved and is available for students. The syllabus should address one of the critical core competencies.

Instructor: _____

Date: _____

Course Prefix and Number: _____

Course Title: _____

Number of Students: _____

Observer: _____

Online Syllabus Posted: _____

Check if Observed	Variety and Pacing of Instruction	Descriptor/Numeric Rating
☐	Uses a variety of instructional methods	
☐	Responds to wrong answers constructively	
☐	Draws non-participating students into activities/discussion	
☐	Prevents specific students from dominating activities/discussion	
☐	Asks probing questions when student answers are incomplete	
☐	Guides the direction of the discussion	
☐	Mediates conflict or differences of opinions	
☐	Uses active learning strategies (group work, paired discussions, polling)	
☐	Provides explicit directions for active learning tasks (e.g. rationale, duration, product)	
☐	Specifies how learning tasks will be evaluated (if appropriate)	
☐	Provides opportunities for students to practice what they have learned	
Examples of instructor actions or behaviors that demonstrate above:		

Check if Observed	Course Design and Usability	Descriptor/Numeric Rating
☐	Relates this and previous class(es), or provides students with opportunity to do so	
☐	Provides and follows an outline or organization for the class module	
☐	Navigational instructions are consistent throughout and easy to understand	
☐	Uses effective transitions between class topics	
☐	Conveys the purpose of each class activity or assignment	
☐	Instructional materials are easily accessible and usable	
☐	Summarizes periodically throughout and at end of class or prompts students to do so	
☐	Previews by connecting current content to future classes	
☐	Instructor self-introduction is informative	
☐	Course website is free of errors and dead links	
☐	Students are directed to assistance (student resources and help buttons)	
Examples of instructor actions or behaviors that demonstrate above:		

Check if Observed	Assessment and Measurement	Descriptor/Numeric Rating
☐	Types of assessments selected measure stated objectives	
☐	Grading policy is easy to understand and demonstrates progress in course	
☐	Assessment strategy provides feedback to student	
☐	Types of assessments are suitable for distance learning environment	
☐	Self-check or practice assignments	
☐	Core competency is clearly stated	
Examples of instructor actions or behaviors that demonstrate above:		

Check if Observed	Clarity	Descriptor/Numeric Rating
☐	Notes and explains new terms or concepts	
☐	Elaborates or repeats complex information	
☐	Uses examples to explain content	
☐	Makes explicit statements drawing student attention to key ideas	
☐	Relates new ideas to familiar concepts	
☐	Learning outcomes of the course are clearly stated and understandable	
Examples of instructor actions or behaviors that demonstrate above:		

Check if Observed	Content Knowledge	Descriptor/Numeric Rating
☐	Makes accurate statements according to discipline standards	
☐	Incorporates current research in the field	
☐	Cites authorities to support statements	
☐	Presents divergent viewpoints	
☐	Makes distinctions between fact and opinion	
☐	Communicates the reasoning process behind operations and/or concepts	
Examples of instructor actions or behaviors that demonstrate above:		

Check if Observed	Instructor-Student Interaction	Descriptor/Numeric Rating
☐	Attends respectfully to student comprehension or puzzlement	
☐	Asks questions of students that challenge them to think more deeply	
☐	Requirements for course interaction are clearly stated	
☐	Incorporates student responses when appropriate	
☐	Encourages students to respond to their peers throughout the discussions	
☐	Treats students with respect	
☐	Uses positive reinforcement to encourage student participation and intellectual risk-taking	
☐	Netiquette expectations with regard to online communication are clearly stated	
☐	Addresses potentially disruptive behaviors before they impact learning environment	
☐	Clear standards are set for instructor response and availability	
☐	It is evident that instructor is present, proactive, and engaged	
Examples of instructor actions or behaviors that demonstrate above:		

Check if Observed	Use of Technology	Descriptor/Numeric Rating
☐	Minimum technology requirements are clearly stated to student	
☐	Instructional components function properly	
☐	Instructions on how to access resources at a distance are clearly stated	
☐	Course includes current tools and technologies that enhance learning	
Examples of instructor actions or behaviors that demonstrate above:		

What went well in this class?

What suggestions for improvement do you have?

Follow-up: