



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Office of Human Resources
Evaluation: Observation of Instruction Form – Online Class



Please refer to Article 19F.1 and 19F.2 when filling out this form.

- **An interactive tour of the class shall take place with evaluator and evaluatee prior to evaluator viewing the class, including**
 - **discussion and viewing of feedback for purposes of assessing regular and substantive contact standards**
 - **access to course syllabus, discussion boards, and relevant exams for the unit or module being observed**
 - **access to activity reporting data to assess instructor presence and student engagement of content**
 - **One module or unit of course content equal to two weeks of instruction to be viewed**

Please note:

Evaluator must have completed evaluation training within the last two (2) years. The evaluator will be added to class with “Evaluator” access for up to 72 hours unless the evaluatee agrees to voluntarily extend this time limit.

(The observation of instruction form is required and must be forwarded to the supervisor)

Evaluatee: Full-time Part-time

Location: Chabot College Las Positas College

Semester: Spring Summer Fall Year: _____

(Please Print)

Instructor observed: _____

Class observed: _____
(course/subject) (number) (section)

SECTION I: REQUIRED ELEMENTS

Evaluation of these elements based primarily upon “tour” between evaluatee and evaluator

The instructor has presented a syllabus and related materials that clearly stem from the course outline of record: Yes No

- Assignments and materials relate to objectives and content on the outline of record
- Methods of evaluation and grading standards relate to the outline of record

The course design included ample opportunities for required regular effective contact between instructor-student: Yes No

Please review the entire form before observing instruction.

The course instructor employs tools and methods for required student-student interaction:

Yes No

Instructional materials demonstrate the instructor's knowledge and ability to create accessible course content

Date of tour: _____ Time of tour: _____

Date of observation: _____ Time of observation: _____

How many students are participating in the course based on the discussion board, course statistics activity data, student login data, or student surveys? _____

(Please Print)

Evaluator: _____ **Date:** _____

I have read and received a copy of this observation of instruction. *

Instructor signature: _____ **Date:** _____

Evaluator signature: _____ **Date:** _____

*** The instructor being observed has the right to append a statement to this observation.**

Divided into five sections, including space for a narrative response at the end, this instructional observation form provides a guide to the evaluator observing a colleague's instruction.

Note: In all sections, there is no minimum or maximum number of items that "should" be checked. Please check "Not Applicable" where the item is not applicable to the type of instruction observed.

SECTION II: INFORMATION DELIVERY

What were the primary concept/process/skill/event presented during the observed unit module?

Note: No minimum or maximum number of items "should" be checked.

Unit/module material was organized in such a way to enhance student access and understanding.

Yes No Not Applicable

Comment(s):

The instructor related the unit/module to what has come before and what will follow.

Yes No Not Applicable

Comment(s):

The instructor provided instructions for learners to work with unit/module content in meaningful ways such as guiding students to take notes or focusing attention in particular ways.

Yes No Not Applicable

Comment(s):

The instructor provided examples, definitions, and explanations of concepts/processes/skills/events.

Yes No Not Applicable

Comment(s):

A variety of techniques were used creatively throughout the lesson/module to facilitate student-centered learning such as audio, video, or images.

Yes No Not Applicable

Comment(s):

The instructor organized the course so that navigation and content flow are digestible and easily determined by the user.

Yes No Not Applicable

Comment(s):

The instructor organized course content appropriately such as by week, topic, unit, or module.

Yes No Not Applicable

Comment(s):

The instructor sequenced the content to follow a consistent/predictable layout and structure.

Yes No Not Applicable

Comment(s):

Other observations with respect to information delivery:

(Note: also see Section IV for additional specific instructional strategies.)

SECTION III: STUDENT – FACULTY INTERACTION

Note: No minimum or maximum number of items “should” be checked.

The instructor helped students apply/use new concepts/processes/skills such as introductions and summaries for modules, instructor created video content, assessments directly related to SLOs and objectives.

Yes No Not Applicable

Comment(s):

The instructor helped students assess their mastery/facility/understanding of concepts/strategies such as using published rubrics for grading, and providing meaningful feedback for completed work.

Yes No Not Applicable

Comment(s):

The instructor answered student questions and provided feedback in a timely manner. This may include setting expectations for response time for student emails and grading in a location such as the syllabus or a communication plan posted in the course site.

Yes No Not Applicable

Comment(s):

The instructor encouraged student participation, questions, and feedback.

Yes No Not Applicable

Comment(s):

The instructor, when appropriate, encouraged student-to-student interaction such as facilitating group discussions, offering collaborative assignments, and using software tools that encourage participation and collaboration.

Yes No Not Applicable

Comment(s):

The instructor provided opportunities individual attention/assistance to students such as using chat, web conferencing, or other communication tools.

Yes No Not Applicable

Comment(s):

The instructor was active in the course throughout the instructional week.

Yes No Not Applicable

Comment(s):

Other student – faculty interactions observed.

(Note: also see Section IV for additional specific instructional strategies.)

SECTION-IV: ONLINE CLASSROOM ENVIRONMENT

Note: No minimum or maximum number of items “should” be checked.

Students were generally engaged in Discussion board or other observable content.

Yes No Not Applicable

Comment(s):

Students performed assigned tasks.

Yes No Not Applicable

Comment(s):

Instructor encouraged student questions and was accessible.

Yes No Not Applicable

Comment(s):

Students asked for assistance.

Yes No Not Applicable

Comment(s):

Students accessed the course content.

Yes No Not Applicable

Comment(s):

Other observations:

SECTION IV: ADDITIONAL SPECIFIC INSTRUCTIONAL STRATEGIES OBSERVED

Recognizing students' diverse abilities and learning styles, the instructor integrated into instruction, when appropriate:

Note: No minimum or maximum number of items "should" be checked.

Please respond only to items relevant to the instruction observed.

Strategies observed included reference to assigned text.

Yes No Not Applicable

Comment(s):

Strategies observed included providing links with additional resources for the course

Yes No Not Applicable

Comment(s):

Strategies observed included application of multiple approaches to a problem or an issue.

Yes No Not Applicable

Comment(s):

Strategies observed included ungraded, anonymous classroom assessments; questions to focus on student learning, summaries of course information, etc.

Yes No Not Applicable

Comment(s):

Strategies observed included process demonstration (e.g. how to form research questions, how to complete a child observation, etc.).

Yes No Not Applicable

Comment(s):

Strategies observed included task simulation, role-playing, etc. (e.g. proper positioning of a blood pressure cuff).

Yes No Not Applicable

Comment(s):

Strategies observed included process of small group work such as group presentations or document collaboration.

Yes No Not Applicable

Comment(s):

Overall, how was diversity, equity, inclusiveness and belonging represented in the instructor's teaching strategies?

Below is the space for the appropriate Administrator to provide a final summary and overall evaluation on Faculty based on:*

- (1) Applicable contractual faculty standards, including:
 - Fulfillment of collegial responsibilities (14F.3, 14G.4, 14H.3, 14I.3)
 - Excellence in working with students (15C.2)
 - Participate in program and subject area improvement tasks (15C.5c)
 - Meet deadlines and submittal of grades and Census Reports (15C.5d)
 - Meet additional specific standards for instructional faculty (15C.6, 15C.7, 15C.8, 15C.9);

- (2) Part-time Faculty member's participation in professional responsibilities as described below:
18I.7c.1 Participate in program and subject area improvement tasks such as creating and assessment of Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs), program review, and curriculum development.

Summary Comments <small>(Attach extra sheets if necessary)</small>

Reference: Article 14B.3, 14F.2b, 14F.3, 14G.4, 14H.3, 14I.3, 15B.3, 15F.2a, 15F.2a2, 15G.2, 18I.1c – Faculty Collective Bargaining Agreement