



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



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

Evaluee: ☐ Full-time ☐ Part-time
Location: ☐ Chabot College ☐ Las Positas College
Semester: ☐ Spring ☐ Fall Year: _____

(Please Print)

Instructor observed: _____
(please print legal name)

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

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 course outline of record
☐ Methods of evaluation and grading standards relate to the course outline of record

Date of observation: _____ Time of observation: _____

Approximate number of students present during observation period: _____

(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 of instruction.**

Divided into six 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.

Please review the entire form before observing instruction.

SECTION I: TYPE OF INSTRUCTION OBSERVED

- | | |
|---|---|
| ☐ Lecture, including lecture/discussion | ☐ Performance skills |
| ☐ Laboratory | ☐ Mixed methods |
| ☐ Skills lab (i.e., labs identified by faculty as discrete skills-based, individualized instruction) | |

SECTION II: INFORMATION DELIVERY

What was the primary concept/process/skill/event presented during the observed lesson?

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

The instructor presented the lesson in an organized, logical manner.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor related the lesson to what has come before and what will follow.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor provided background information to create a basis or a context for understanding the primary learning outcomes.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

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

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor described/modelled strategies for questioning, predicting, verifying, inferring, interpreting, and/or reasoning.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

Other observations with respect to information delivery: (Note: also see Section V 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.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor helped students monitor their application of concepts/strategies.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor encouraged student participation, questions, and feedback.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor answered student questions effectively.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor, when appropriate, encouraged student-to-student interaction related to the lesson at hand.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor provided individual attention/assistance to students.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

Other student – faculty interactions observed.

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

SECTION IV: CLASSROOM ENVIRONMENT

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

Students appeared generally attentive and/or engaged.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

Students took notes when appropriate.

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

Students participated in discussions.

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

Students performed assigned tasks.

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

Students asked questions.

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

Students asked for assistance.

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

Other observations:

SECTION V: ADDITIONAL SPECIFIC INSTRUCTIONAL STRATEGIES OBSERVED

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

Please respond only to items relevant to the instruction observed.

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

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

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

Strategies observed included formative, anonymous classroom assessments; questions to focus lecture or discussion; summaries of class information, etc.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

Strategies observed included reference to assigned text.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

Strategies observed included process demonstration (e.g., how to form research questions, how to center the clay, etc.).

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

Strategies observed included process task simulation, role-playing, etc. (e.g., put the blood pressure cuff on your partner).

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

Strategies observed included technology teaching aids (e.g., film, television, overhead, PowerPoint slides, video, computer-assisted instruction, etc.).

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

Strategies observed included student use of technology (e.g., word processing, internet research, email, discussion groups, educational software).

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

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

Other observations:

SECTION VI: ADDITIONAL SPECIFIC STANDARDS FOR SYNCHONOUS ONLINE INSTRUCTION

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

Please respond only to items relevant to the instruction observed.

The instructor has provided a courseware shell (e.g. Canvas or the currently employed LMS) for the class

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

Instructor uses either camera or other instructional media such as slides or videos during instruction.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

Recorded course content used in or saved to course side does not reveal personally identifying information for students in other course sections.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

Teaching on Zoom or using other synchronous tools follows best practices and encourages student participation.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

Instructor makes every effort to have consistent connectivity.

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

Course navigation menu is intuitive and only includes items students will use.

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

Clear due dates for submitting work are posted along with late work policy.

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

Opportunities for regular and substantive interaction from student to student and instructor to student(s) are provided.

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

Course design includes instructions for learners to work with content in meaningful ways (e.g. guiding students to take notes during a video, explaining what to look for in an article, etc.).

☐

Yes

☐

No

☐

Not Applicable

Comment(s):

Other observations:

SECTION VII: EVALUATOR NOTES AND SUMMARY COMMENTS

Please check one and summarized below:

☐

Satisfactory

☐

Needs Improvement

☐

Unsatisfactory

Please describe at least one observed teaching strategy and one delivery method observed. For example, what did you observe to indicate the instructor helped students apply new concepts/ processes/skills? This is also the space for elaborating on the observation of instruction, noting strengths and suggestions related to the contract's standards for instruction and excellence in working with students, including accomplishing the course outline and including a summary of Student Response to Instruction.

Summary Comments

Administrative Evaluation Section

SECTION VIII: EXCELLENCE IN WORKING WITH STUDENTS

The instructor demonstrates excellence in working with students as outlined in the faculty standards (Article 14C.2; 15C.2; 18I.7b).

☐

Yes

☐

No

☐

Not Applicable

Comments

SECTION IX: COLLEGLIAL PARTICIPATION

The instructor contributes to a collaborative, respectful working environment as outlined in the faculty standards (Article 14C.3; 15C.3; 18I.7c).

☐

Yes

☐

No

☐

Not Applicable

Comments

SECTION X: PROFESSIONAL AND PERSONAL ENRICHMENT

The instructor engages in self-initiated professional and personal development as outlined in the faculty standards (Article 14C.4; 15C.4; 18I.7d).

☐

Yes

☐

No

☐

Not Applicable

Comments

SECTION XI: PROFESSIONAL RESPONSIBILITIES

The instructor engages in professional responsibilities (e.g. participation in program improvement, meeting deadlines, attend/participate in activities and events where applicable) as outlined in the faculty standards (Article 14C.5; 15C.5; 18I.7e).

☐

Yes

☐

No

☐

Not Applicable

Comments

SECTION XII: ADDITIONAL SPECIFIC STANDARDS FOR INSTRUCTIONAL FACULTY

The instructor meets the additional specific standards for instructional faculty (Article 14C.6; 15C.6; 18I.7f).
For example:

- Delivers coherent lectures
- Creates assignments and exams aligned with course objectives
- Organizes and creates course content effectively and in line with authorized outcomes
- Collaborates in enrollment management

☐

Yes

☐

No

☐

Not Applicable

Comments

SECTION XIII: ADDITIONAL SPECIFIC STANDARDS FOR COUNSELING FACULTY

The counseling faculty meets the additional specific standards for counseling faculty (Article 14C.6; 15C.6; 18I.7g). For example:

- Demonstrates a wide variety of counseling skills and techniques
- Provides accurate information on transfer and degree requirements
- Develops and implements counseling programs
- Applies new technologies in counseling services

☐

Yes

☐

No

☐

Not Applicable

Comments

SECTION XIV: ADDITIONAL SPECIFIC STANDARDS FOR LIBRARY FACULTY

The librarian meets the additional specific standards for librarian faculty (Article 14C.6; 15C.6; 18I.7h).
For example:

- Supports a collaborative team environment
- Develops and implements library programs
- Promotes student and staff access to library resources
- Applies new technologies in library services

☐

Yes

☐

No

☐

Not Applicable

Comments

SECTION XV: ADDITIONAL SPECIFIC STANDARDS FOR SPECIAL ASSIGNMENTS/COORDINATOR ROLES

The faculty meets the additional specific standards for faculty on special assignment/coordinator assignment as part of their primary duty (Article 14C.6; 15C.6; 18I.7i). For example:

- Develops standards appropriate to the assignment
- Collaborates in enrollment management
- Demonstrates leadership in planning and vision

☐

Yes

☐

No

☐

Not Applicable

Comments

Instructor' Name: _____ **W #** _____
(please print name)

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Administrator signature: _____ Date: _____

- (1) Applicable contractual faculty standards, including:
 - Fulfillment of collegial responsibilities (14I)
 - Excellence in working with students (15C.2)
 - Participate in program and subject area improvement tasks (15C.5(c))
 - Meet deadlines and submittal of grades and Census Reports (15C.5(d))
 - 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.5(f) 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 (Attach extra sheets if necessary)

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