



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Office of Human Resources
Evaluation: Observation of Instruction Form – Math Emporium
or Concurrent Enrollment



(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 ☐ Summer ☐ Fall Year: _____

(Please Print)

Instructor observed: _____

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 outline of record*

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

Date of observation: _____ Time of observation: _____

Approximate number of students present during observation period: _____

Evaluator: _____ **Date:** _____
(Please Print)

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

In Math Emporium students work independently, reading the online multimedia textbook, completing laboratory assignments, and preparing for exams through online activities. This instructor does not lecture, but is there to guide students with their learning by answering questions, checking their preparation for exam activities, support understanding and completion of laboratories, and reviewing their graded tests and quizzes. The instructor should provide the students with regular, ongoing feedback to student questions, face to face or via email. Students' progress in through the course should be communicated using the online Gradebook.

SECTION II: INFORMATION DELIVERY

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

What method(s) of delivery did the instructor utilize when responding to student questions?

The instructor related the explanation to the content that has come before and the content that will follow.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor provided background information or created a basis or a context for understanding the primary concept/skill.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

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

☐ 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 had knowledge of who the students were in the classroom and/or general sense of their progress through the material.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor answered student questions.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor circulated around the room when they were not working with a student.

☐ 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.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor provided individual attention/assistance to students in a timely manner, when requested.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor, when reviewing an exam with a student, provided individualized feedback about missed concepts.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor encouraged students to use effective study skills strategies, such as developing a growth mind set.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor assisted students in navigating through the online material to find the appropriate resources.

☐ 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 engaged in their independent study, such as homework, watching video lectures, using their online textbook, completing Lab Skill-BUILDER/Essential Review activities, and preparing for/taking exams.

☐ 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.

The instructor offered effective instruction in a small group setting.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

The instructor effectively interacted with instructional assistants and/or other support staff in the classroom.

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

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

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

SECTION VI: 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 (Attach extra sheets if necessary)

Administrative Evaluation Section

SECTION VII: EXCELLENCE IN WORKING WITH STUDENTS

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

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

SECTION VIII: COLLEGIAL PARTICIPATION

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

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

SECTION IX: PROFESSIONAL AND PERSONAL ENRICHMENT

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

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

SECTION X: 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 (Articles 14C.5; 15C.5; 18I.7(e)).

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

SECTION XI: ADDITIONAL SPECIFIC STANDARDS FOR INSTRUCTIONAL FACULTY

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

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

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

SECTION XII: ADDITIONAL SPECIFIC STANDARDS FOR COUNSELING FACULTY

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

Comment(s):

SECTION XIII: ADDITIONAL SPECIFIC STANDARDS FOR LIBRARY FACULTY

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

Comment(s):

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

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

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

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

SECTION XV: APPROPRIATE ADMINISTRATOR'S SUMMARY

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

Please check one and summarized below:

☐

Satisfactory

☐

Needs Improvement

☐

Unsatisfactory

I have read and received a copy of this Administrative Summary and Evaluation.

Instructor signature: _____ Date: _____

Administrator signature: _____ Date: _____

*** The instructor being observed has the right to append a statement to this Administrative Summary and Evaluation.**

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 (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)

Reference: Article 14B.3, 14E.2, 14I, 15B.3, 15F.2(a), 15F.2(a)(2), 15G.2, 18I.1(c) – Faculty Collective Bargaining Agreement