



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)

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)

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 V: 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?

☐ Yes

☐ No

☐ Not Applicable

Comment(s):

Administrative Evaluation Section

SECTION VI: 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 VII: 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 VIII: 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 IX: 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 X: 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 XI: 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 XII: 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 XIII: 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 XIV: 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	

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